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ABSTRACT

This guide is intended to assist in developing and teaching a social studies course for adult basic education students. The first part identifies a rationale for the development of adult social studies programs, general goals for such programs, and specific competencies designed to help students achieve program goals. The section on course design covers the methodology, scope, and organization of the social studies curriculum and suggests alternative approaches to teaching social studies. The second part outlines some general principles underlying adult learning and instruction, identifies some relevant teaching strategies, provides case studies of adult social studies situations, and suggests some criteria and strategies for student evaluation. Part 3, the main portion of the guide, suggests six major theme units for a social studies course (Canadian government, law, and citizenship; people and their environment, multiculturalism; the information society; economics and people; and global citizenship) that emphasize the history, geography, government, and economy of Canada and encourage students to develop problem-solving and analytical skills. Also included in this section are case studies connected with each of the theme units and suggestions for using the themes (with emphasis on the individualized instruction approach). The fourth part identifies relevant instructor references and student materials. (MN)

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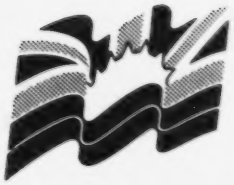

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OVERVIEW

Part 1 of this curriculum guide identifies a rationale for the development of adult Social Studies programs, general goals for such programs, and specific competencies designed to help students achieve the program goals. The section on Course Design discusses the methodology, scope, and organization of the curriculum, and suggests alternative approaches to teaching Social Studies.

Part 2 of the guide outlines some general principles underlying adult learning and instruction, identifies some relevant teaching strategies, provides case studies of adult Social Studies situations, and suggests some criteria and strategies for student evaluation.

Part 3 forms the main body of the guide. It suggests six major theme units for study in Social Studies. These units, which are based on questions and activities that emphasize the history, geography, government, and economy of Canada, encourage students to develop problem-solving skills, analytical skills, and evaluative skills. Part 3 is introduced by the section "How to Use the Theme Units." In addition to describing the organization of the units, this section provides teachers with case studies that are tied to specific theme units, levels of instruction, and the inquiry approach, with a focus on individualized instruction.

Part 4 identifies relevant instructor references and student materials. Student materials are organized by theme and are referenced for their level of difficulty.

Part 1: Curriculum Design

RATIONALE

An effective Social Studies program recognizes the distinctive qualities of adult students, who have a wealth of valid experiences and opinions about their world. Students should learn and perform the duties of citizens while satisfying the requirements of a variety of other life roles. It is important that adult learners in Social Studies acquire a clear understanding of the daily events that affect them as individuals and of their rights and responsibilities as productive and self-regulating members of society. Accordingly, the curriculum is guided by two fundamental concepts:

* that students should be encouraged to interact with their physical and social environment rather than passively respond to it; and

* that a key component of high-quality education is its ability to prepare students for the future.

Also to be effective, a Social Studies program should be directed by more than strictly analytical questions. Questions such as "How are wages and prices set?" and "How does goverment work?" should receive less attention than questions such as "Are there better ways to determine wages and prices?" or "Should government work that way?" When students become aware that there are few right answers, they are more likely to realize that they have an active part to play in their education.

Adult Social Studies programs provide students with an innovative preparation for their roles in the world. In effect, a Social Studies program, if it is to help students develop, should take its direction more from a view of the future than a sense of the past.

GOALS

The program goals of the curriculum are as follows:

* to enhance the ability of students to understand and participate in the social, economic, and political events that are part of their daily lives, both in Canada and globally (citizenship development);

* to develop student curiosity about, and understanding of, major historical, geographic, economic, political, and sociological concerns (acquisition of skills, concepts, and knowledge);

* to encourage student competence in a range of thinking processes (critical thinking skills);

* to enable students to assess and revise personal values and to better appreciate the values of other persons and cultures (values study and analysis);

* to encourage students to continue learning throughout their lifetimes (life-long learning).

COMPETENCIES

Participants in ABE Social Studies programs should be encouraged to acquire the following skill competencies, interpretative competencies, and affective competencies.

Skill Competencies

Students should apply the general skills of reading, writing, speaking, and problem-solving to the following specific competencies:

* learning to identify sources of information from
  - libraries (resource books, texts, and periodicals)
  - media sources
  - interviews, surveys, and observations

* learning to extract information from
  - regional, national, and global maps (details of latitude and longitude, scale, distance)
  - contour and relief maps
  - aerial photographs
  - charts, graphs, timelines, and tables
  - artifacts and documents
  - historical and contemporary media, art, literature, cartoons, etc.

* learning to organize information into
  - notes, outlines, reviews
  - maps, graphs, tables, etc.
  - generalizations
  - research summaries
  - essays

* learning to analyse information by
  - finding main ideas
  - asking evocative questions
  - comparing and contrasting with other sources of information

* learning to communicate by

  - organizing thoughts and conclusions in a rational and orderly manner
  - employing suitable vocabulary
  - listing and quoting sources
  - presenting and defending points of view in appropriate written and oral form
  - utilizing a variety of presentation methods (e.g., graphs, tapes, drawings, slides, transparencies, etc.)
  - presenting information in a logical sequence with appropriate titles, sub-headings, summarizations, and supporting materials.

Interpretative Competencies

Students should be able to make sense of current and historical data by:

* learning to

  - isolate and define problems
  - distinguish statements of fact and opinion
  - recognize chronology and sequence
  - subsume details logically
  - identify appropriate or unrelated facts
  - identify consistent or contradictory views
  - supply social and historical context for questions under study
  - select representative supplementary materials
  - identify time, point of view
  - summarize multiple consequences, points of view, and alternative interpretations for particular events
  - weigh knowledge of trends, sequences, conventions, and theories in history and social interactions
  - generate supportable inferences
  - synthesize judgments into a cohesive whole.

Affective Competencies

Students should recognize the need to consider the varying views of others in society. To these ends, a student should

* demonstrate an ability to clarify and evaluate by:

  - establishing tentative hypotheses concerning values
  - evaluating alternative hypotheses
  - presenting views to others in a flexible manner
  - assessing the views of others with an open mind

* demonstrate a concern for the well-being of self and others by:

  - developing a positive self-concept, self-discipline, and intellectual curiosity
  - recognizing the importance of individual and group involvement in community and public affairs
  - respecting varying values, beliefs, and lifestyles if these do not interfere with the fundamental freedoms of others in society
  - appreciating the fundamental importance of diversity, compromise, and co-operation for a healthy society.

COURSE DESIGN

Methodology

The inquiry approach has been chosen as the organizational core of the curriculum because its application in Social Studies courses can help students develop a valuable range of skills, and because it is a powerful method for increasing general knowledge and understanding among adult students. This approach encourages the generation and exploration of questions that require students to apply and extend their knowledge, skills, and understanding, including the ability to define questions, observe, evaluate, argue a case, assess a counter-argument, and make decisions in a rational and objective manner.

The inquiry approach, through its use of challenging questions, also encourages the search for, and evaluation of, evidence to support or refute hypotheses, the development of an inquiring and critical spirit, participatory citizenship, personal autonomy, attention to values issues, ethical awareness, and full involvement in group decision-making processes. With such an approach, factual knowledge is not downgraded but becomes more meaningful and increasingly likely to be retained and used by adult students.

The processes of problem-solving and decision-making form an integral part of the inquiry approach to teaching Social Studies. Students who understand these processes, and who are provided with opportunities to practise the skills involved, are able to approach hypothetical and real problems with a much greater proficiency. The problem-solving process encourages students to

* define the problem,
* establish a tentative hypothesis or answer,
* interpret the information available,
* gather additional information,
* analyse the information, and
* synthesize the information into a firmer hypothesis or answer.

The decision-making process encourages students to

* evaluate and choose alternatives to reflect information gathered or value preferences,
* test priorities and analyse the consequences of each,
* plan a course of action,

* establish a group decision and take action, and
* evaluate the group's decision.[1]

Through activities that stress these processes, through the investigation of concepts rather than content, and through learning materials that address the needs of adult learners regardless of gender or ethnic background, teachers are provided with a framework around which to build an effective course of studies.

Organization

The course material has been organized into six theme units. Each suggested theme unit identifies general competencies and contains key questions and activities that are designed to help adult students achieve the desired skills.

While the number of study areas for a thematic approach is large, the following six units were selected because they can serve a wide range of purposes, prompt and sustain student interest, and serve as organizing tools to achieve the goals of the curriculum.

* Multiculturalism
* People and Their Environment
* Economics and People
* Canadian Government, Law, and Citizenship
* The Information Society
* Global Citizenship

A fuller explanation of the construction and application of theme units is supplied in the section titled "How to Use the Theme Units."

1 Note that the material on the problem-solving and decision-making processes has been adapted from the Ministry of Education, Schools Department, Curriculum Development Branch publication, Social Studies Curriculum Guide, Grade Eight - Grade Eleven, 1985.

Scope

The theme unit approach of this curriculum can be used for students at three program levels: fundamental, intermediate, and advanced. Note that students in the Adult Secondary School Program and at the Provincial level, will be working within a subject-based program (e.g., history). The following themes are **suggested** for particular levels:

* Fundamental - Canadian Government, Law, and Citizenship; Economics and People; Multiculturalism; Global Citizenship

* Intermediate - Canadian Government, Law, and Citizenship; Economics and People; The Information Society, Multiculturalism

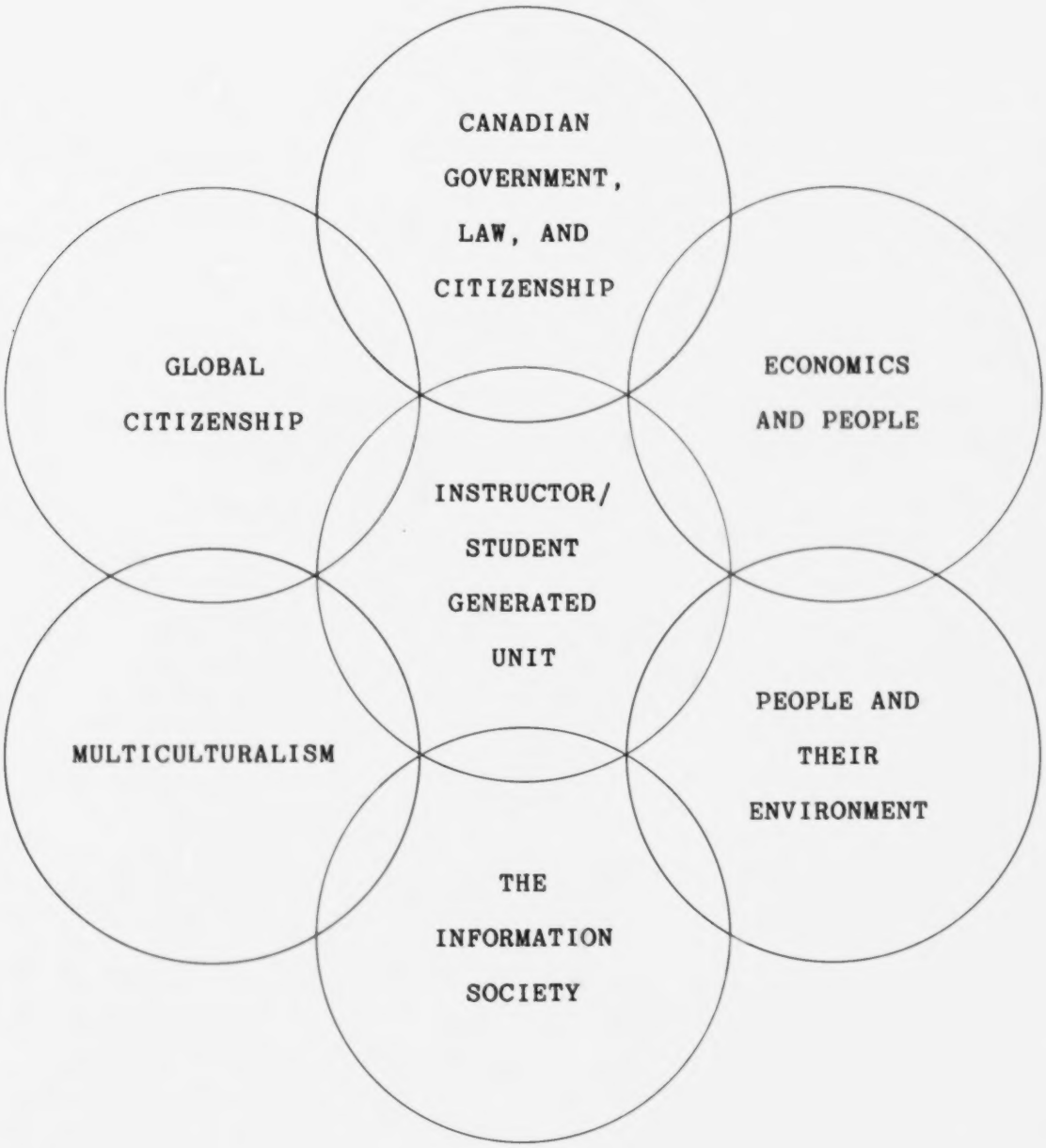
* Advanced - Canadian Government, Law, and Citizenship; Economics and People; People and Their Environment; Global Citizenship.

Note that all units can be adapted to any level of instruction.

A balanced program of study for a typical student might consist of four units of the six suggested theme units. A fifth theme unit developed by the instructor, after discussion with students, could be used to supplement the program. The units in this guide have been designed to permit either sequential progression or selective use. Instructors, however, should choose materials that most properly suit the needs of individual participants or groups. Teachers will notice that the scope of this curriculum parallels that of the K-12 Social Studies program in its choice of theme units.

Existing adult curricula in English and Science offer a variety of related and valuable learning experiences, many of which may be repeated for, or complemented by, Social Studies assignments. The differences between ABE Social Studies and other programs are of less importance than their similarities, which are to encourage exploration of common human beliefs and a valuing of the knowledge, experience, and cultures of individual students.

The following graphic illustrates that the units can be interrelated. This structure also could facilitate the linking of fundamental, intermediate, and advanced levels of instruction, if desired.



Part 2: Teaching and Evaluating Adults

ADULT LEARNING

Instructors of adult Social Studies will encounter students of every age, range of commitment, and background. Sincere, determined and anxious students, the chronically unemployed, those recovering from illness or accident, agency-sponsored youth, and single parents participate in a typical ABE program. Some of these individuals will have had disappointing educational experiences. Others may be particularly demanding of the instructor's time and energies. Still others may have a precise, personal view of the world or intimate experience of major events for which the instructor has only a reading knowledge. For these reasons, it is important to approach the ABE Social Studies student with an understanding of some general principles underlying adult learning and instruction.

* An adult student, with skills of reasoning and judging as well as a wide range of knowledge, expects to be treated as a fully emancipated individual.

* An adult student has returned to education for important personal reasons and expects to profit from the expense of time, energy, and funds.

* An adult student frequently has a number of out-of-class problems and responsibilities.

* An adult student's age, health, or psychological attitude towards education may affect the rate at which learning proceeds.

* The instructor should strive to maintain the self-respect of students; sarcasm, general criticism, and personal comments should be avoided; students should be exposed to praise, encouragement, and genuine success at every opportunity.

* Instruction should enable students to relate what is learned to the problems and concerns of everyday life.

* Students should be permitted to set their own pace, take breaks at periodic intervals, and vary the content and style of daily classroom activities; tasks and methods of evaluation should be clear, valid, and open to adjustment; classes should begin and end on time.

TEACHING STRATEGIES

Effective teaching strategies can help students come to see the importance of Social Studies in their everyday lives, in the history of their families, and in their forms of valuing, choosing, and living. Adults know a great deal about the world, even if what they know is not usually found in traditional curricula. It is important at the outset to assure these students that their knowledge, views, and ways of seeing the world are valid and will be useful in the pursuit of other, less personal but perhaps more broadening understandings.

No one strategy will satisfactorily encompass the adult learners' view of the world or their desire for continued development. Some basic knowledge is required for students to feel confident enough to engage in the inquiry approach. As well, current topics are complex and changeable entities, and the skills and understandings acquired in dealing with one concern may not be transferable to other areas of study.

Here are some teaching strategies that may help instructors to address these concerns. Teachers can have learners:

* jointly or individually define terms and concepts, outline portions of textual material, prepare detailed study outlines or summaries, identify and restate major premises in their own words, and share findings;

* integrate materials with known concepts, recast primary and secondary sources in their own words to reflect their current outlook;

* take notes from a speech, present visual or oral descriptions, and restate material with amplifications, critiques, or through general discussions;

* evaluate author arguments, individual or group presentations, film or video material and draw supportable inferences from the facts encountered;

* identify bias, generalization, unsubstantiated inference, and deterministic perspective in material;

* generate historical hypotheses, test theories, evaluate causation, express and defend individual opinions;

* draw, interpret, and explain historical posters, headlines, cartoons, photographs, and maps;

* generate and interpret graphs, statistical charts, diagrams;

* participate in panel discussions, debates, and group presentations on selected and discrete historical topics related to other assignments currently under review by classmates;

* create, analyse, and supply historical integration for tape recordings, films, videotapes, diaries, documents, other sources;

* participate in a survey, interview, or sociological experiment;

* construct and critique models, collections, exhibits, anthologies;

* participate in small group co-operative investigations of historical dilemmas through defining terms of situation, investigating contemporary background, familiarizing participants with the major historical actors, explaining and assessing historical and alternative actions.

* engage in classroom simulations, games, role-plays, or dramas.

* collect, collate, display media materials on current topics; develop modern media presentations for historical events or personalities; evaluate media in terms of topics emphasized, points of view and biasses displayed, resources utilized, and the general credibility of statements made and conclusions drawn.

* solicit literature and speakers from major community groups, political parties, national organizations, international agencies.

* volunteer with social agencies, projects, political parties, or lobby groups and report developments to class.

* undertake, organize, report on, and assess field trips to museums, local agencies, historic sites, individuals.

* undertake historical and contemporary research by identifying problems, formulating hypotheses, discovering evidence, interpreting data, formulating and presenting accounts, defending opinions, interpreting audience response, reassessing views.

Co-operative Learning

A co-operative learning group is not one in which students sit side by side at the same table, talking to each other as they complete an individual assignment; neither is it one in which students who finish first help the slower students, nor does it have a group assignment that is completed by one student but all the other students put their names on it. Four basic elements must be included if small-group learning is to be truly co-operative.

1. Positive independence: the feeling in the group that "we sink or swim" together. This may be achieved through mutual goals (goal interdependence); divisions of labor (task interdependence); dividing the resources or information among group members (resource interdependence); assigning students differing roles (role interdependence); giving joint rewards (reward interdependence). In order for a learning situation to be co-operative, students must perceive that they are positively interdependent with other members of their learning group.

2. Face-to-face interaction: It is the interactive patterns and verbal exchanges promoted by the positive interdependence among students that affect education outcomes.

3. Individual accountability: Although co-operative groups maximize the achievement of each student, individual accountability for the material is necessary.

4. Co-operative group skills: Co-operative learning requires that students appropriately use interpersonal and small-group skills. Obviously, placing socially unskilled students in a learning group and telling them to co-operate will not be successful. Students must be taught the social skills needed for collaboration and they must be motivated to use them. Learning the procedures for analysing how well their learning groups are functioning and the extent to which they are employing their social skills are skills intrinsic to the group process.

The research outcomes of learning situations where an instructor uses co-operative groups are clear. First, co-operation seems to be much more powerful in producing achievement than either the competition or individualistic models and the results hold across subject areas, and age groups, from the elementary level to adults. Secondly, students are more positive about school, subject areas and instructors. Thirdly, students are more positive about each other when they learn co-operatively regardless of differences in ability, ethnic backgrounds, or the

presence or absence of handicaps. Lastly, students are more effective interpersonally as a result of working co-operatively than when they work alone, competitively, or individualistically. Students with co-operative experiences are better able to take the perspective of others, are more positive about taking part in controversy, have better developed interaction skills, and have a more positive expectation about working with others than students from competitive or individualistic settings.

CASE STUDIES

The following case studies describe two adult Social Studies situations. These case studies, without being tied to specific themes, show in general terms how instructors and students benefit from the application of an inquiry approach to teaching Social Studies to adults. For examples of case studies that are tied to specific themes and levels of study, see the section "How to Use the Theme Units."

Case 1

The Environment

Steve is an instructor at a large urban college. He and his colleagues have chosen an individualized approach for use in their ABE Intermediate Program. This decision was reached after carefully weighing the advantages and disadvantages. The Department opted for being able to admit students each Monday, for being able to serve students who need to "step-out" for a short period of time, and for a system that easily allowed them to tailor a program of study to suit the unique learning needs of each of their students.

Steve's classroom contains a wide variety of learning resources, including print, audio, and video. He has developed a series of modules, centred around the curriculum, for the intermediate and advanced levels of study. Each of these modules is self-contained and self-directed. Upon receiving a module from an instructor, the learner can clarify his or her own learning objectives, learn about the specific assignments required, and discover the necessary resources to complete the assignment.

The Student

Kevin plans to complete his intermediate level, allowing him to enter the Common Core level of the TRAC program. Kevin left school in the middle of grade 9 when jobs as a carpenter's helper were easily available. He has been employed steadily for the past several years but has decided that being a helper isn't all he desires as a career. Kevin gives the appearance of being a very down-to-earth sort of person, self-motivated and self-assured. He cannot personally see the value of a Social Studies component in his requirements for equivalency.

Upon arrival at his Social Studies classroom, Kevin was struck by the differences between this new environment and what he had anticipated. The room was as quiet as a library, with students absorbed in their own work. The instructor met with Kevin and explained the operation of the individualized system. He

presented Kevin with a written outline of the course procedures as well as a list of possible options for study.

Kevin was still quietly cynical about the whole approach to the course. However, the first assignment was a series of questions asking him to comment personally on what he thought the problem with local government really was. Struck by the fact that the instructor was interested in his personal opinion and not in a treatise involving knowledge he lacked, Kevin began to feel more comfortable. Steve marked his assignment and further encouraged Kevin. The positive feedback helped Kevin feel that perhaps this time the effort might not be so "painful." The second assignment involved viewing a videotape and answering a series of questions about the video. He found the video stirring and the questions provocative, with many parallels between the story and the real world. His instructor met with him to review his work and then assisted him in developing a question for research. Kevin was introduced to other students who had opinions about the video, and an enthusiastic discussion followed. Although he is still somewhat cynical, the combination of video, exercises, and feedback have caught his interest. Tomorrow he will do an exercise on formulating an hypothesis.

Case 2

The Environment

Jan has instructed at a small B.C. college for nearly twenty years. She is a Social Studies specialist and prides herself on covering all aspects of the curriculum each term. Her colleagues and students know her as a demanding but fair-minded individual. Having received a new curriculum that emphasizes the need for a student-centred discussion format, Jan indicates that she will modify her traditional style only slightly, if at all, but she is willing to give it one try.

Jan's morning class consists of twenty-four intermediate-level students drawn from a variety of backgrounds and ethnic groups. They are between the ages of 18 and 50. Most have not been in school for some years; but a few of the younger ones are in the college program in order to avoid the regular high schools. Lyle is an eighteen-year old who wants to gain his vocational school entrance; Marcia is a twenty-two-year-old single mother who hopes to get into the dental assistant program in the Fall; Chung is a twenty-eight-year-old Vietnamese who just completed an ESL program; Brad is twenty-five and has been out of work since he left the Peace River oil rigs eighteen months ago; Celeste is forty-six and, underneath her chatty exterior, is extremely nervous about the reading, writing, and testing requirements of her courses; Dwight is a twenty-one-year-old native Indian who hopes to become a commercial artist; and Martin, forty-four, is

making good progress after his industrial accident, but wonders why he needs Social Studies to qualify for continued assistance. Some in the class share Martin's doubts, but others have a genuine interest in the topics Jan says they will be studying.

The First Unit

Jan introduces the question "Should People Work?" with the intent of drawing out a general definition of "work," identifying various reasons for working or not working, and evaluating the need for work in modern society. She wishes to provoke consideration of a variety of economic concepts, including human wants and needs, scarcity, choice, production, distribution, self-sufficiency, enterprise, and the work ethic. She knows that these have proven elusive concepts for many groups. Some of the students wonder whether the question has any purpose other than to elicit the standard response. However, Jan genuinely wishes to promote student clarification of the terms at issue; and rather than supply answers, definitions or prescriptions, she encourages the students to devise and test a methodology for clarifying their ideas about work. A wide-ranging discussion follows after a few false starts. Jan concentrates on not interfering with the on-going process or becoming the centre of attention, even when she is occasionally uneasy with the results that are produced. Following the general discussion, she does take the opportunity to question the group on their feelings about the process that occurred. Again she resists the impulse to tell the class what she thinks of their activities or opinions.

Subsequent class periods are devoted to designing surveys on working, assessing personal wants that are satisfied by working, or refining small-group presentations on specific topics such as "Is it necessary that everyone work?", "Can't we have all we want?", or "Does work have meaning in itself?". During these sessions, Jan is able to satisfy herself that the students have mastered the basic concepts of the topic even if they are not familiar with the professional terms used. Jan has found the teaching experience challenging but invigorating.

EVALUATION

Timely and appropriate student assessment is required in Social Studies if effective instruction is to be achieved and maintained. Testing often serves as a signal to students about the ideas and materials a teacher considers important. In a student-centred, issue-centred classroom, however, it is important that assessment also serve as an integrating device that re-emphasizes study materials and makes ideas clearer. It is especially necessary that such dynamic evaluation serve to strengthen skills of critical study and to foster appropriate attitudes and innovative thinking. If testing becomes biassed in favor of factual content or fails to follow a clear and consistent philosophy, it will tend to lose its usefulness.

Any evaluation undertaken in an adult Social Studies classroom should

* allow the instructor to determine if objectives have been met;

* be student-centred rather than course- or subject-centred;

* facilitate student acquisition of higher-level skills and competencies in Social Studies, especially the ability to interpret a variety of data, generate historical hypotheses, and draw supportable inferences and conclusions;

* increase student disposition and competency to participate in valuing activities; and

* facilitate life-long, self-generated assessments of Social Studies concerns.

The classroom test remains one of the most important forms of evaluation in Social Studies; but this device can be made more effective if instructors observe some fundamentals of test construction. Since Social Studies should be treated as more than a collection of facts, figures, and personalities, it is necessary that the humane side of the discipline be safeguarded and its assumptions be made clear to students. These include a belief that tests can only sample what has been learned, and that it is generally more effective to examine a few questions thoroughly than a larger number of items superficially. As part of the curriculum's holistic approach to education, it is also necessary that Social Studies tests take into consideration a student's reading ability, vocabulary, and mastery of writing skills when assessing mastery. To this end, instructors should pay close attention to the balance between objective questions (true and false, multiple-choice, completion answers, short statement answers) and subjective questions that require a fuller

demonstration of a student's ability to supply answers at higher cognitive levels. Sample subjective questions could include demands for analytical responses ("What were some underlying causes of the Winnipeg Strike?", "Is it a generalization to state that Canada was a child of the railway boom?", "What are some key causes of world hunger?"), comparison questions ("How does NATO resemble the Warsaw Pact?", "What are the main differences between modern developed countries and countries of the third world?", "With which modern world figures might Louis Riel be compared?"), synthesizing questions ("What do all businesses have in common regarding the pricing of finished goods?", "What general agreement concerning the ownership of resources exists between the provinces of Canada?"), and a wide range of evaluative questions ("What standards should be used to judge the achievements of Canada's statesmen?", "What were the crucial mistakes made by the authors of the Versailles Treaty?", "In what ways is technological progress both a blessing and a curse for ordinary Canadians?").

The primary purpose in grading such assignments should be to determine whether students are increasing their capacity to formulate and express ideas cogently. Only secondarily should it assess whether they are increasing their knowledge base in the various Social Studies areas. Recognizing this, instructors should remember that the oral reporting and discussion ability of students can be more indicative of their progress than written submissions. In either case, objective and subjective test results are only valuable in so far as they assess clearly expressed instructional objectives. Results should be viewed as guides to instructional effectiveness as much as evaluations of student ability, and as means rather than ends for useful instruction in the adult classroom.

Attainment of affective competencies may be assessed through instructor-learner consultation in which the learner indicates a willingness to subject personal beliefs to candid and objective joint assessment. In this process, it is incumbent upon the instructor to model a style of rational and reasonable inquiry that will encourage the learner to assess the origins of particular opinions and subject these to a rigorous and uncompromising scrutiny. An increased readiness to modify personal stances, to assess objectively differing views, and to act in a caring and principled manner toward others may be taken as evidence of enhanced affective ability.

A variety of Social Studies activities require the following forms of assessment.

Graphical assignments -- Maps, charts, line and bar graphs, and other depictions occupy an important place in the Social Studies program. In all cases, these should demonstrate neatness, completeness, attention to detail, and appropriateness of the

subject matter under discussion. Instructors may assess student understanding of a completed assignment by a series of guided questions (e.g., "What is the scale of your map?", "Why does your graph start and stop where it does?", "What other captions could be added to your cartoon?", etc.).

Research assignments and essays -- Paragraph answers, classroom essays, research reports, and major papers are also traditional means of assessment in Social Studies. As well as the qualities listed in the preceding graphical assignments, such student products should indicate an ability to select appropriate areas of study, define useful questions, complete research, report findings, formulate opinions, and state general conclusions. Significant classroom instruction should be devoted to the establishment of student understanding of each of these requirements. Again, directed questions and student-instructor discussion will play an important role in promoting student successes.

Oral presentations -- Individual or group discussions, debates, reports, role-plays, and lectures form an extremely important component of the issue-centred, holistic classroom. They are perhaps the most telling and dynamic means of assessing student comprehension and skills. In all cases, students should demonstrate an increasing ability to report facts and express ideas in a logical and comprehensive way. Students should also receive instruction and classroom opportunities to express themselves orally in an audible and engaging manner. Attainment of public-speaking skills is an incremental and individual process, and instructors should be aware that student progress will be more likely if assessments in this area are individualized, non-judgmental, and aimed at increasing student strengths. For instance, a student whose main difficulty is audibility will be more likely to speak up if the subject matter of the presentation is praised than if its volume is criticized.

In evaluating their own or others' presentations, students should be encouraged to keep in mind the following inappropriate oral activities

* using emotional language (pejorative, connotative wordings) -- e.g., "I'm firm but she's stubborn; I reassess but he waffles."

* appealing to an authoritative source (using the 'big guns' whether appropriate or not) -- e.g., "That's what Gandhi would have done." "I saw it in The Times." "Tom's an alderman and he agrees with me."

* using personal attacks in argument (ad hominem) -- e.g., "You aren't old enough to know what that means, sonny." "Big talkers like you never come through."

* using personal experience to substantiate opinions (single source assessment) -- e.g., "Let me tell you about those Mexicans; I spent a week there once." (similar to using a small sample as conclusive evidence, generalizing from the particular to all, stereotyping) -- e.g., "Teenagers are all so lazy and rude." "Businessmen are out to gyp you."

* using one-sided arguments (selective examples) -- e.g., "Germans are bullies; look at Hitler."

* misusing statistics (manipulation for particular purposes) -- e.g., "Our prices are lower than anywhere else in town." (but higher than in any other town) "Prices are lower than they were two years ago." (but higher than they were last year)

* using personal opinions as though unchallengeable (dressing up values or opinions as facts) -- e.g., "That's a stupid argument." (I disagree) "History is a waste of time." (I'm not interested)

* using language and gestures to intimidate (conflict to prevent disagreement, closure, or defeat) -- e.g., "How can you believe that junk?" "What would you know about it? I've been here for forty years!"

[The material on oral presentations has been adapted from K. Osborne, The Teaching of Politics: Some Suggestions for Teachers. Reprinted with permission of the Canadian Studies Foundation.]

Part 3: Theme Units

HOW TO USE THE THEME UNITS

This section describes the organization of the theme units, how to use the activities and questions, how to apply the material to various levels of study, and how to adapt the material to the needs of individual students. This section also provides instructors with three case studies that illustrate how different approaches can be applied to specific themes.

The theme units have been organized to encourage the broadest possible application. Subjects and materials have been selected and structured to provide a comprehensive introduction to an area of study without attempting to limit the inquiry process.

The six suggested theme units introduce students to major Social Studies topics, questions, and techniques. Each theme unit consists of an introductory purpose statement that identifies, in general terms, the appropriate competencies. This is followed by key questions and related subquestions and activities. Some key questions are expanded to a fuller consideration of evaluative, analytical, and definitional questions and activities. **The format differs in some theme units to encourage a flexible approach (see Economics and People; Global Citizenship).**

Questions and activities have been organized into three types (definitional, analytical, and evaluative) so that instructors have the option of meeting the needs of individuals and groups. For example, if a student has difficulty responding to a question that calls for an evaluation, the instructor may suggest a definitional question and activity addressing the same issue. It must be emphasized, however, that the program level of the student (e.g., fundamental, intermediate, or advanced) should not be a determinant of the level of questions and activities these students can address. Students at the fundamental level should be encouraged to attempt evaluative and analytical questions and activities, as well as those identified as definitional; students at the intermediate and advanced levels would benefit from trying all types of questions as well.

Recognizing the characteristically fluid nature of many adult programs and the variety of individual abilities that may be encountered, units have been structured to permit either sequential progress or selective use. Though instructors may plan to develop programs that interlock fundamental, intermediate, and advanced Social Studies levels, students will not necessarily progress through study levels as a group or benefit from identical instruction at predetermined stages. Many

instructors will find it appropriate to have small groups investigate linkages, shared concerns, or discoveries.

The following three case studies are theme-specific, level-specific, and vary in their methodological approach. This material shows that theme units can be used in a variety of ways, in a variety of situations, and for a variety of students.

Example 1: People and Their Environment

The Situation

Helen teaches a variety of courses at a Lower Mainland regional college. She is an infectiously enthusiastic instructor who provides a wide variety of activities for her students. Many of her best lessons come from imaginative studies based on questions that deal with current concerns. Oil spills, industrial accidents, and the dumping of chemical wastes have been much in the news recently, and several students have brought these topics up in the general discussions that precede many of Helen's classes.

The Students

Helen has a group of 14 adults completing their fundamental level studies. Ages range from 26 to 48 and approximately half have English as a second language. The students are apprehensive about many Social Studies topics introduced by their instructor since these are not things they feel free or qualified to discuss. When discussions do flow, these are animated and profitable; but Helen is concerned that this does not happen frequently enough.

The Activity

Helen has used a biochemistry dilemma with marked success in her intermediate and advanced Social Studies groups. Heated arguments, fierce formal debates, and enthusiastic role-plays have all grown out of this exercise. Helen particularly favors this form of directed inquiry since it promotes student interest and intensity while permitting the evolution of individual opinions and group-initiated activities. Students seem to demonstrate greater ownership of the process and retention of materials when they organize and evaluate their own investigations. With some adjustment for her fundamental

students, Helen believes that such a focus on the "how" rather than the "what" of Social Studies will prove effective.

The aims of this biochemical exercise are to prompt student interest and ideas and the formation, evaluation, and defense of hypotheses. Learners will be helped to review appropriate materials, make brief notes, work in small groups, synthesize findings, and present conclusions to the full group. At a minimum, Helen hopes to provoke students to take firm positions regarding human responsibility for environmental preservation.

The activity begins with the ceremonial unwrapping of a small, dead fish. Helen explains that the members of the group are each government biologists working on a major research project. While gathering specimens at a small lake, they have found the fish, along with a number of others, floating in a pool of greasy water. The fish do not appear to have died naturally. "What might be the cause of this?" asks Helen.

The group briefly discusses some possible causes of the incident and decides that they do not have enough information for any judgments. Several members ask questions about the location. Helen indicates that the lake is fed by a small stream that passes beside a textile mill, a furniture assembly plant, a small welding shop, and a factory that produces electronic components. She also mentions that a number of small mammals have been found dead in the same vicinity.

Co-learners are asked to discuss in small groups what they might do with this information. The concensus is that tests of the lake water should be ordered. Helen has a student read the results of testing, which indicates the presence of several chemicals, including a tracing of polychlorinated biphenyls (PCBs). Individuals and small groups decide to research the history and effects of the chemicals listed, in order to report to the general group. One group investigates recent events involving PCBs in Canada.

Information from the research groups is displayed on the board, and is matched and reordered by the general group. A number of potential environmental dangers are listed, including oil spills, chemical leechings, erosion, industrialization of natural habitats, human wastes, heated water discharges, etc. Students list those elements of the environment that would be affected by these events, and a debate follows on whether industrial advances justify the environmental threats they pose. Several students choose to investigate further the advantages and disadvantages of particular undertakings such as nuclear power generation, hydro-electric dam construction, and open pit mining. Others in the group draw up a list of subsequent activities that could be undertaken, including further research into scientific and social concerns; investigation of other ecological and environmental

problems; writing of letters to the Ministry of the Environment, lobby groups, and other experts; review of current media coverage of environmental concerns; reading of appropriate literature such as selections from the writings of Farley Mowat, the Sierra Club, or Friends of the Earth.

Helen is pleased with the level of interest the activity has generated. She is also gratified that this approach has dispelled the myth that Social Studies topics are cut and dried and closed to further discussion. She suspects her best teaching occurs when students are encouraged to form their own opinions and follow their own hunches.

Example 2: Economics and People

Group Characteristics

- ABE intermediate-level students
- variety of backgrounds: immigrants, Native Canadians, Canadians of various origins; some have had work experience, others have not; some did not like school and 'dropped out'
- various ages: from 18 - 40's

Key Question

"What are the basic economic questions facing all societies and what form of economic system should we choose to deal with these questions in the everyday affairs of the Canadian economy?"

(Note: This is a rewording of Key Question 3: "What are the major forms of economic organization?")

Learning Objectives

1. State and explain the basic economic questions facing all societies:

   * What to produce?

     Questions involving PRODUCT MIX (OUTPUT) DECISIONS:

     - what kinds of things to produce (variety)?
     - how many (quantity)?

* How to produce?

  Questions involving RESOURCE INPUT DECISIONS or CHOICES between different FACTORS OF PRODUCTION:

  e.g., - labor vs. capital (machinery)
  - wood vs. steel vs. concrete
  - wool or cotton vs. synthetic fibres, etc.

* For whom? Who gets what is produced?

  DISTRIBUTION questions involving INCOME DISTRIBUTION DECISIONS:

  - Should all people get exactly the same?
  - Can all people get exactly the same?
  - Who should get more, who should get less?

2. Discuss, compare, and contrast characteristics of three different forms of economic systems to establish how each deals with solving the basic economic questions.

   * Traditional (tribal or subsistence, social- and custom-directed) types of economic organization

   * Command (centrally planned) types of economies

   * Market (decentralized) types of economies

3. Define and contrast 'centralized' and 'decentralized' economic decision-making with respect to the three basic economic questions.

4. Appraise the three major forms of economic organization by referring to desirable and undesirable characteristics of each.

5. Propose the 'mixed economy' as a form of economic organization, and select and defend what economic decisions should be centralized or decentralized.

6. Choose a form of economic organization for Canada by explicitly stating values that would influence that choice.

Economic Concepts

Production, distribution, economic systems, traditional economy, command economy, market economy, mixed economy, centralized and decentralized economic decision-making, private and public goods.

Instructional Methodology and Strategy

1. Introducing the key question: "What are the basic economic questions facing all societies, and what form of economic system should we choose to deal with these questions in the everyday affairs of the Canadian economy?"

   Students could be motivated to look at this question by telling them that there are some economic questions that all societies have to deal with.

   With interest aroused in what these questions are, the key question could now be introduced by showing a short film, Economic Decision Making, which provides an excellent introduction to the basic economic questions facing all societies, and the basic types of economic systems by which societies organize their economies to deal with these questions.

   Film: Economic Decision Making by Doubleday Multi-Media, Publ. (1970). (11 min., color).

   Reference Reading: Economics: The Science of Common Sense (Canadian Edition) by Patricia M. Procunier and Elbert V. Bowden, Gage Publishing Ltd., (1981).

   Chapter 3: "How Societies Choose . . . " deals with the basic economic questions and economic systems.

2. Student Involvement

   * CLASS DISCUSSION (led by teacher with student involvement)

     Following the film viewing, the students would state and explain the three basic economic questions facing all societies. Students should prepare some clear notes to demonstrate synthesis of the points made relating to each of the three basic economic questions.

     Small Group Work: Students discuss, compare, and contrast three different forms of economic organization (economic system) to establish how each deals with solving each of the three basic economic questions. The emphasis of the discussion should be to clarify how the economic decisions are made (by what process) and who the decision-makers are.

     Class Discussion: To define and contrast a major

difference in the economic decision-making process in different economic systems by focussing on centralized and decentralized decision making.

* STUDENT ASSIGNMENT

  Appraise the three major forms of economic organization (systems) by stating desirable and undesirable characteristics of each and giving reasons for (defending) such appraisal.

  (Suggestion: Students are to picture themselves living within each type of economic system and to think of desirable and undesirable characteristics.)

* FOLLOW-UP CLASS DISCUSSION

  Focus on two predominant opposing ends of a continuum model of economic decision making: 'total command' vs. 'total market system'.

  'TOTAL COMMAND' ----------(continuum)---------- 'TOTAL MARKET'

  Propose a Mixed Economy as a form of economic organization. With student involvement, select and defend what should constitute the Private Sector and what should constitute the Public Sector.

3. Evaluation Assignment (oral or written)

   Students will choose a form of economic organization for Canada by explaining how each of the three basic economic questions should be dealt with and providing statements of value clarification that influenced their choice of economic decision-making processes.

CANADIAN GOVERNMENT, LAW, AND CITIZENSHIP

PURPOSE

Modern Canadian citizenship is a complicated and demanding responsibility. It requires familiarity with national and international history and current events, with the origins, structure, and operation of Canadian government, and with the implications of legal decisions. Students should come to grips with fundamental questions facing all citizens, including "Who are we as a people?", "How did we get where we are today?", "Where are we going?", and "Who should be involved in setting the nation's course?". Students should also assess the importance various governments and legal systems have given to the preservation of national order, the safeguarding of civil rights, and the advancement of social progress.

By completing work in the following theme area, students should increase their knowledge of Canadian, international, and transnational political and legal systems as well as their skills in acquiring, evaluating, and applying information about social processes. Students should also appreciate more fully their rights and responsibilities as citizens and develop a greater ability to evaluate the standards and activities of others in society, including those of different cultural backgrounds or ideological orientations.

To encourage the development of such citizenship ability and awareness, three specific key questions are proposed that will focus student attention on matters of concern. Tasks and resources are provided for each key question and a partial, sample treatment of Key Question 3 is supplied.

The premise underlying the selection of these questions is that a society only realizes itself as a true democracy when its members are active, autonomous, and aware citizens. This approach to the study of government, law, politics, and citizenship differs from traditional civics methodologies, as the following indicates.

Traditional Civics	ABE Curriculum
1. concentrates on government	1. concentrates on social systems
2. emphasizes facts	2. emphasizes opinions and debate
3. emphasizes history	3. emphasizes current affairs
4. views citizenship as static	4. views citizenship as dynamic
5. advocates trust	5. advocates a critical spirit
6. promotes obedience	6. promotes personal autonomy
7. emphasizes positive questions (what is, was, or will be)	7. emphasizes normative concerns (what ought to be)

[adapted from K. Osborne, The Teaching of Politics: Some Suggestions for Teachers. Reprinted with permission of the Canadian Studies Foundation.]

KEY QUESTION 1: What is a nation?

Students should consider the geographical, historical, and sociological sources of national sovereignty, including the symbols and duties of nationhood and the establishment of national boundaries. They should examine the positive and negative aspects of stable national groupings and the value of supranational groups in history and current affairs.

Subquestions and Activities

What nations exist in the modern world?

* Report on their own national origins.
* Interview co-learners regarding their national origins, customs, and traditions.
* Interview members of the community who have different national origins; then have students report on findings. (You may wish to invite speakers to discuss particular national origins and then synthesize the findings as a group.).
* List major nations of the world not identified by the foregoing activities.
* Prepare maps and graphs to indicate the location, population, economic bases, international orientation, or ethnic composition of selected nations; then, compare each study area with Canadian data.
* In groups of two or three, write one-page national summaries and present findings orally and graphically.
* Research the difference between nation, country, and government.

What other sovereign nations have existed in the world?

* List nations that no longer legally exist in the world, and research reasons for their disappearance.

* List nations that have come into legal existence since 1945, and give reasons for their existence.

* Review current world trouble spots that relate to national boundaries, determine geographic or resource sources of conflicts, and study a region of the world that has experienced a high degree of instability (e.g., Indochina, Africa) with attention to the history of national developments.

What do nations have in common?

* Research common symbols of nationhood, including flags, anthems, national animals, dress, customs, etc.

* Research concepts of "sovereignty," "self-determination," and "territorial integrity."

* Review the climate, major landforms, and political subdivisions of Canada; then compare these items with the United States.

* Research and present, orally and in writing, information from selected nations on population density and distribution, major industries, form of government, historical origins, international orientations; then compare this information with Canada.

* Write to consuls of selected nations and share findings with the group.

* List dissimilar nations in terms of geographic separation, ethnic differences, and development; investigate areas of commonality.

What are the duties of nationhood?

* Review the historical development of city states, the growth of sovereignty, the rights and duties of nobles, and the powers of the military; read and discuss John Steinbeck's "The Short Short Story of Mankind" in Imagine!.

* Research powers of ancient kingdoms and the growth of modern nation-states (e.g., compare ancient Egypt with the modern United Arab Republic in terms of economic and political autonomy).

* Review the alliance system prior to World War I, and indicate the historical effects of this form of organization.

* Review Canada's historical role in the British Empire, and compare this with current participation in the Commonwealth.

* In groups, review the recent history and economic status of supranational groups (EEC, OPEC, ASEAN, etc.); and then compare economic, geographic, ideological bonds, and current concerns of each group; write individual summations or joint reports.

KEY QUESTION 2: How are governments chosen and monitored in Canada?

Students should become familiar with the historical origins of the Canadian electoral process and various criteria for the selection of political representatives. They should investigate the concept of responsible government and study the role of interest groups in the political process. Students should become familiar with the political duties of individuals in a democracy.

Tasks structured on the basis of this questions will help students achieve the following competencies:

* presenting points of view in correct written or oral format;

* supplying historical or contemporary context;

* weighing trends and sequences;

* synthesizing materials and thoughts into supportable inferences.

Subquestions and Activities

Who can vote?

* Identify the names of local and national leaders mentioned in the local media; contact responsible agencies concerning preparations for elections, nomination rules, and electoral procedures.

* Write to one or more local politicians requesting information on their duties, election experiences, willingness to speak to the class.

* Determine which co-learners are eligible to vote in federal, provincial, and local elections.

* Review, by role-playing, the duties of various participants in an election, including returning officer, polling officer, candidates, candidates' agents, media personnel, and voters.

* Research the growth of parliamentary democracy in Britain (from Magna Carta to universal franchise), compare the British experience with Canadian and U.S. history, and review the checks and balances existing in each system.

How should citizens choose their political representatives?

* Review the concepts of representative government, responsible government, and majority rule.

* Collect and interpret press clippings and cartoons related to current political figures.

* Debate, list, and rank the qualities required in public officials.

* Select and report on a distinguished Canadian politician, listing the main events and career achievements, while evaluating the personal qualities displayed.

* Review the development of an historical Canadian movement that received popular support (e.g., the Upper Canada Reform Movement, the Suffrage Movement, the Social Credit Party, Co-operative Commonwealth Federation, le Parti Quebecois, Western Canada Concept Party, etc.); assess the roles played by particular individuals.

* Debate the "cult of personality" question in modern politics, and assess whether "great men" control historical events. (For purposes of comparison, students should research the exploration, economic, medical, or artistic achievements of a major figure in Canadian history -- e.g., Selkirk, Thompson, Douglas, Van Horne, Strathcona, William Osler, Sanford Fleming, Stephen Leacock, Margaret Laurence, etc.)

* Role-play the selection of a political candidate, including the use of nomination speeches, campaign promises, and other considerations that affect voters' choices.

What is responsible government?

* Discuss the terms "representative", "responsible", and "responsive" government.

* Review the history of responsible government in Canada, with attention to the Durham Report, the British North America Act, the Statute of Westminster, and the 1982 Constitution Act.

* Summarize major constitutional developments in the form of ten-minute radio reports. (Co-learners can make notes on the presentations and submit newspaper articles.)

* Invite local MPs, MLAs, civic officials, or unsuccessful candidates to address the class on Canada's forms of government.

* Request platform materials from provincial and federal parties and list major proposals.

* Review the historical origins, electoral successes, and legislative achievements of selected parties in Canada.

* Assess, in an essay, the contributions of a major political figure (e.g., MacDonald, Riel, Laurier, Borden, J.S. Woodsworth, Duplessis, etc.) to the maintenance of responsible government in Canada.

How are elected governments monitored?

* List the officers and committees of local government bodies; collect newspaper articles on current issues and personalities, noting areas of controversy.

* List other local bodies that contribute to regional decision making (women's coalitions, social planning councils, transition agencies, arts councils, disarmament coalitions, etc.); review the historical origins of one of these bodies, by obtaining literature and by inviting speakers to address the group.

* Contact other local bodies (Heart Fund, Red Shield Appeal, Mothers' March, etc.) to determine their mandates and methods of operation.

* Collect materials from local media relating to activities of each variety of community group.

* Review maps of municipal jurisdictions and study land use divisions currently in effect, and phone, write, or visit to determine the responsibilities of local agencies.

* In groups prepare a synopsis of current local concerns (pollution, highway upgrading, sewage disposal, recreational access, etc.) and existing areas of responsibility; invite speakers on both sides of one topic and assess methods by which they seek change.

* Invite members of the local media to discuss how they present topics of local concern.

* Review the historic origins, structure, and powers of local governments, including municipalities, regional districts, school boards, college boards, library boards; invite speakers from each.

* Review the origins and structure of provincial government, with attention to the duties of the lieutenant-governor, executive council, premier, leader of the opposition, cabinet officers, backbenchers, and civil servants.

* Prepare individual reports on a selected province concerning its population, economic base, economic status, historic development, political history, and relationship with the federal government.

* Study the structure of the federal government, including the roles and powers of the governor general, the prime minister, the cabinet, members of the Senate, MPs, clerk of the privy council, deputy ministers, and members of the diplomatic corps.

* Review the responsibilities of the federal government for the economy, internal security, international trade, and national defence.

* Examine the tax bases of local councils, school boards, or other agencies to determine the current mill rate and its effect on the acquisition of operating funds.

* Research and role-play the process whereby public funds are allocated by the legislatures or House of Commons, indicating the part played in this process by public opinion, the media, and lobby groups, with particular reference to the use of orders in council.

* Review an example of current fiscal legislation such as funding for colleges; present a case to the general group for the raising or lowering of government support in this area; take a straw poll of group opinion; role-play the stages for legislative passage of a current statute or question of historical significance (e.g., B.C. resolution to enter Confederation, the Manitoba Separate Schools question, Free Trade, Prohibition, the 1942 conscription debate, etc.).

* Investigate the historic growth of government's social responsibilities, with attention to public assistance in the Great Depression, family allowances, the Canada Pension Plan, and Medicare.

* Review the history of common law in Canada, by charting major national, provincial, and local judicial organizations; debate the need to set rules for a society; invite local court officials, barristers, legal secretaries, law enforcement officers, or probation officers to discuss their jobs, the problems associated with current legal systems, and the process by which laws and procedures are changed.

* Review the major turning points in Canadian federalism, such as the patriated Constitution and the Canadian Charter of Rights and Freedoms, which have affected individuals or groups; study the current issue of jurisdiction between provincial governments and the central authority and develop the positions of each for presentation to the general group (e.g., resource ownership questions, passage of toxic goods, etc.).

* List and explain the constitutional rights of modern Canadians compared with those of earlier citizens or of other nationals.

KEY QUESTION 3: Are governments necessary?

(sample treatment)

Students will examine the structure, mandates, and future direction of selected governments. They will analyse the services provided by various levels of administration, review the qualifications of elected officials, and evaluate the historical origins of selected governmental practices. Classes may also review a current topic such as the constitutional position of Canada's first peoples. Tasks structured on the basis of this question will help students achieve the following competencies:

* the ability to assess contradictory views, multiple consequences, and historical causation;

* the capacity to assimilate and evaluate divergent opinions.

Subquestions

What is the structure of local government?

Evaluative Questions and Activities

Which regional or local concerns require prompt attention from various levels of government?

What local groups are most successful in effecting changes in community affairs?

Do traditionally lower voter turnouts indicate apathy towards local goverment?

What are the effects of partisan politics in local government?

Is local government able to manage regional affairs efficiently?

* Develop a short list of community concerns as drawn from interviews, local media, class opinions; review cost-benefit, growth, and quality of life implications of addressing these concerns; arrange a class debate, panel presentation, or mock media event relating to one of these concerns.

* Review key historical developments in the local past relating to areas of community concern; compare current situations with the past, using archival statements, local histories, diaries, letters, and pioneer reminiscences.

* Interview or poll co-learners, family members, or others on community controversies (e.g., local autonomy versus centralized efficiency), or address queries to local officials, former office holders, provincial or federal authorities.

Analytical Questions and Activities

How are local leaders selected for community offices?

How do local officials set priorities?

What powers and responsibilities do local leaders share with other authorities?

How have the powers and duties of local government changed over the years?

What geographic, historical, or cultural considerations have affected the growth and activities of local government?

* Obtain and review town boundary information, maps, and charts; assess the growth and focus of local industries, retail sectors, and recreational areas.

* Locate and study town plans; compare current plans with projected future development, using photographs, street plans, diary accounts, etc.; invite local realtors, business persons, town planners, and/or regional directors to address the group and answer questions.

* Research the historical growth or reduction of local autonomy (e.g., marketing boards, etc.); write for statements from local groups, lobbyists, or concerned citizens; collate and chart local conflicts and agreements regarding future growth in the community.

Definitional Questions and Activities

When was the local town incorporated?

What is the administrative structure of the local government?

Who are the local elected officials?

What are the powers and duties of local governments?

When and how may citizens express their opinions about local concerns?

* Read local histories, investigate archives, research newspaper morgues, interview local pioneers, invite local historians to share findings with the group, and obtain materials from local government offices.

* Interview the town clerk, local administrators, mayor, aldermen, or former civic officials to discuss their duties; review concerns related to local autonomy as expressed in the press and other media.

* Attend council meetings or other public gatherings; research and present material on the history and operation of local governments; elect a council and role-play or debate a pressing local concern that has already been identified.

How are provincial governments organized?

Evaluative Questions and Activities

Which jobs are best done by provincial governments, and which jobs are best done by other agencies?

What responsibilities should provincial governments have for the old, ill, weak, and underprivileged members of society?

Which historical events contributed most to the creation of the current structure of Canadian provincial government?

Does partisan politics affect the solution of provincial problems?

Which important duties and rights of provincial government may be affected by the new Canadian constitution?

* Poll co-learners on their dealings with government agencies and officials.

* Research the division of responsibilities between federal, provincial, and local authorities and assess the balance between the tasks and resources of each; invite submissions from local agency workers, citizen groups, private agencies, and semi-autonomous boards (e.g., school boards, regional districts, etc.) on powers and responsibilities held.

* Write the local M.P., federal attorney general's office, or other ministries concerning the provisions of the Canadian Charter of Rights and Freedoms; invite local authorities or concerned citizens to comment on aspects of the charter; role-play, debate, or hold a moot court on the implications for women, Native people, and/or the handicapped regarding Section 15 of the Charter.

Analytical Questions and Activities

How are candidates for political office chosen?

How is a provincial government selected?

What areas of responsibility are the prerogative of provincial governments?

How does the provincial government obtain and allocate revenue?

What checks and balances exist with regard to the powers of provincial governments?

* Review press reports of the most recent local or provincial election (e.g., Who was selected to run? How did the selection process proceed? What statements formed the basis of major controversy during the campaign? What were the candidates' apparent qualifications? etc.); assess historical election results and compare campaign procedures in particular areas.

* Assess the reasons for majority and minority governments in Canada or other parliamentary jurisdictions.

* Review provincial budgetary processes and analyse the

most recent provincial budget, in terms of totals, expenditures, deficits, and debt loads.

Definitional Questions and Activities

What is the provincial executive council, and what are its duties?

What links to the Crown and central government are maintained by the lieutenant-governor?

What are the powers of a provincial premier?

What duties are performed by members of the provincial cabinet?

How do legislative bills become law?

What are the duties of the members of the opposition?

How are members of the civil service selected?

What is an order in council?

* Review the development of legislative democracy, the growth of parliamentary powers, cabinet responsibilities, the duties of the premier and the members of his cabinet; review the legislative process of three readings of a bill, treasury votes, and motions of non-confidence.

* Obtain materials from political parties and invite statements or visits from local political organizers, former office holders, defeated candidates, sitting members; role-play the functions of elected and appointed officials regarding the division of provincial and local powers.

Is Native self-government necessary?

Evaluative Questions and Activities

Is Native self-government a good idea?

Is it possible to implement Native self-government in Canada?

What would be the effects of Native self-government in Canada?

What are the alternatives to Native self-government? What are the implications of these alternatives?

Which model of Native self-government is most workable and promising?

Is Native self-government the solution to the problems of Native people?

* Organize a debate by having two volunteers support the position of Native self-government and two oppose it. Alternate speakers so that both positions are fully explained and developed. Have the remainder of participants judge the debaters and their arguments.

* Brainstorm all the positive and negative arguments for Native self-government, and have students vote in favor or against the concept. Role-play the issue by changing the topic to "student" self-government, and have the class vote for a second time.

* Have students write personal or group letters to the Minister of Indian Affairs and Northern Development, their local members of parliament, or the chief of the local band expressing their views on self-government and asking for responses.

* Have student groups design an ideal model of Native self-government, assuming unlimited resources. Outline major organizational components on flip charts for presentation to the general group.

* Research whether comparable examples of devolution have occurred elsewhere in the world. Assess success or failure of these initiatives and their applicability to the Canadian situation.

Analytical Questions and Activities

How would Native self-government be implemented?

What powers are now federal, provincial, and municipal rather than in the hands of local Native governments?

What problems and circumstances have convinced Native people that Native self-government is desirable?

Who supports Native self-government? Who opposes it? Why?

How would Native self-government affect the Department of Indian Affairs and Northern Development and the Indian Act?

What are the implications of Native self-government for the 30% of Native people who live off reserves?

* Outline the main objectives of Native self-government, using Native and government materials. Identify the structural changes that would have to take place to accommodate these objectives. Invite local Native leaders to address such issues as current Native government structures, powers and finances, band economic development, land claims, and the structure of any future self-government.

* Contrast the powers and organization of Native bands with other levels of government. Identify and list similarities and differences.

* Discuss the historical loss of Native self-determination since contact with Europeans. Identify specific areas (e.g., economic, spiritual, political, education, social) and analyse how these have changed. Determine how Native self-government would address these matters. Design and distribute a questionnaire to assess local Native and non-Native reaction to the concept of Native self-government. Compile, graph, and present findings.

* Review news, magazines, and other media accounts of federal-provincial discussions on Native self-government. List the main arguments in favor and opposed to the concept.

* Invite a Department of Indian Affairs and Northern Development official to visit or write, and ask her/him to explain the implications of Native self-government. Assess the fate of the Department and the Indian Act if Native self-government was instituted.

Definitional Questions and Activities

Identify the local bands in your area.

What larger nation or tribal group are local bands a part of?

When were the local reserves established?

What is the history of Native people in your area?

How did Native people govern themselves before the coming of Europeans?

What are the structure and powers of local band government?

What does Native self-government mean?

* Research the establishment of the local reserves through interviews and through material in local and provincial archives.

* Review the transcripts of local McKenna-McBride hearings.

* Have local Native leaders visit, or visit band leaders on their reserve, to discuss present band structure and powers. Arrange to attend a band meeting or chief and council meeting to observe how Native government operates. Tour a band office and meet with the band manager and staff.

* As a group, develop a timeline showing major occurrences in Native self-government, including pre-contact, contact, post-contact, and contemporary periods. Identify the first white visitor to the area, the first permanent white settlement, the first establishment of reserves, the first residential school, and identify when provincial and federal voting rights were granted.

What has been the role of women in Canadian politics?

Evaluative Questions and Activities

Evaluate the role of women in the making of the Canadian Charter of Rights and Freedoms?

Are women's rights effectively protected under the Charter?

What has been the effect of the women's movement on Canadian politics in the past decade?

Why are more women seeking political office today than in the past?

What difficulties do women face in achieving leadership roles in Canadian political life?

To what extent do women have different concerns and political styles than men?

* Review the film Flora: Scenes from a Leadership Convention (NFB) or Reflections on a Leadership Convention (NFB).

* Discuss the Canadian Charter of Rights and Freedoms and its implications for women's rights.

* Invite two local politicians to debate the influence of the women's movement on Canadian politics. Ask students to prepare questions for the debate.

* Prepare short biographical sketches of women in the federal government, a political party, or local politics. Discuss similarities and differences in their biographies, concerns, and political styles.

Analytical Questions and Activities

How do women's organizations lobby governments?

How are women's issues dealt with in the policy-making process at the federal and/or provincial levels of government?

Why did women not have the vote until after World War I?

How do women participate in local politics?

How do women become involved in politics?

* Invite a woman from a local Status of Women group to talk about how they or the National Action Committee on the Status of Women lobby governments.

* Ask someone from the Women's Office (Department of Labour) for B.C. to discuss the role of the Women's Office in policy making. Or, invite someone from the Secretary of State (federal government) to talk about women's issues in the federal policy-making process and how these are dealt with.

* Invite a local politician to talk about how and why she became involved in politics.

* In groups, write a brief to the provincial or federal government on an issue of concern to women. Role-play delivery of the brief to a government-appointed task force on the issue; have two or three co-learners role-play presenters and government members.

Definitional Questions and Activities

What was the Suffrage Movement?

What was the Royal Commission on the Status of Women?

What was the influence of Nellie McClung on Canadian public life?

What contribution have individual women such as Grace MacInnis, Agnes McPhail, and Jeanne Sauve made to Canadian politics and government?

What is the National Advisory Council on the Status of Women, and how does it influence government policy-making?

* Research the reasons for the establishment of the Royal Commission on the Status of Women in 1970. Find out who the commissioners were and what the findings of the Royal Commission were.

* Role-play a debate between a suffragette demanding votes for women and a male politician who is opposing votes for women at the turn of the century.

* Research and write an obituary for Nellie McClung.

* Compare and discuss the political styles, concerns, and influence of Therese Casgrain, Jeanne Sauve, Agnes McPhail, and Grace McInnis.

* Write to the National Advisory Council on the Status of Women for information on its role and function, and discuss the information provided.

Who forms the federal government?

[Instructors can formulate activities based on the following questions].

Evaluative Questions

What is the symbolism of the office of governor general?

What are the problems associated with the Canadian legal system?

Are the Canadian government's historical links with the British crown worth maintaining?

Should the federal government act under urging from corporate or private lobby groups?

What makes an effective MP, cabinet minister, or public servant?

What international considerations should influence the actions of Canada's federal government?

Should governments use public funds to reward private citizens?

Analytical Questions

What were the key historical events in the development and empowerment of Canadian federal government?

In what ways does the federal government of Canada resemble and differ from governments of other jurisdictions, especially the United States?

How have the duties of the governor general, prime minister, and clerk of the privy council altered during the twentieth century?

What functions are served by the Prime Minister's Office (PMO) in modern Canadian government?

How do citizens express their views to an elected government in Canada?

Definitional Questions

What was the BNA Act?

What are the historical bases of the Canadian form of government?

Which federal ministries currently exist? Which ministries have been added or eliminated in the past fifty years?

What are the major federal parties in Canada?

What are the historical origins of the major parties?

What are the duties of a backbench MP in the House of Commons?

How are prospective MPs selected and elected?

What are lobby groups?

What are the roles of opposition groups in Canada?

What are the functions of an effective civil service?

Instructors can generate definitional, analytical, and evaluative questions, and classroom activities based on the preceding subquestions.

PEOPLE AND THEIR ENVIRONMENT

PURPOSE

It is important that adult Social Studies students understand the limits of the environment, the manner in which the environment responds to human activities, and the environmental choices that exist for human societies. In this unit, population-specific issues have been emphasized in order to increase student awareness of major geographic and demographic concerns, including resource utilization, problems related to population increases, and human settlement patterns. Key questions focus on the pressing need to relate human needs and numbers to the earth's resources and limits. A full sample treatment of Key Question 3 is supplied.

KEY QUESTION 1: How have Canadians interacted with their environment?

Students should develop an understanding of the influences of the physical environment on lifestyles in Canada and other regions of the world. They should realize that people are dependent on their environment for basic human needs such as food, shelter, and livelihood. They should gain an awareness of the interdependence of the globe's biological systems and an understanding of the need for societies to moderate the demands they place on the earth's resources.

Subquestions and Activities

What economic activities have provided Canada's livelihood?

* Survey local industries and resources.
* Chart and compare local employment patterns with historical data for the area.
* Graph provincial revenue by industries and occupations.
* Review fishery origins of early Canadian settlement.
* Examine the rise and decline of the fur trade.
* Research the international market for Canada's mineral resources, and compare graphically with other major countries.

* Review the economic and social history of a selected one-industry town.

* Compile and display employment patterns of co-learners and their ancestors to the third generation, if possible.

* Investigate the role played by U.S. trade in the development of Canada as a world power (review associated problems).

* Invite representatives from local industries, chamber of commerce, or retiree organizations to report on their work lives and enterprises.

What roles have transportation and distribution systems played in the development of modern Canadian life?

* Visit a local museum to observe simple household items from the turn of the century; review the materials and stages of development needed for the production of these items and compare with a modern item.

* Identify examples of Canadian transportation developments that led to major growth or change in lifestyle.

* Visit a local museum to study former methods of transportation.

* Research the development of local transportation corridors by visiting archives, planning departments, and newspapers.

* Investigate the local impact of changes in transportation methods, including highways, water routes, railways, and air routes.

* Study the development of local or regional industry as a result of changes in transportation options or trade patterns.

* Graph or map local, regional, or provincial development patterns, and draw conclusions regarding the effect of transportation on these developments.

* Compare lifestyles, travel patterns, and expectations of co-learners with historical records of eighteenth, nineteenth, and early twentieth century Canadian individuals.

* Invite visits from retirees with railroad, trucking, shipping, and bush-flying experience.

How has development varied in different regions of Canada or the world?

* Review the regional origins of co-learners, and chart geographic determinants, historical developments, settlement patterns, and major industries of each area.

* Study a discrete region of Canada as a group, or initiate individual research projects for presentation and comparison.

* Select other areas or countries of the world for study as group or individual projects, keeping in mind the needs and interests of the participants. A group consisting mainly of students from one ethnic group may wish to undertake a review of their regional homeland. A group of mixed ancestry may wish to compare certain aspects of development common to each, including variety of economic systems, different dietary habits, farming practices, and use of raw materials.

* Review the historical development and present situation of selected third world countries, with particular attention to colonialism, struggles for independence, population control, poverty, hunger, aid, balance of payments deficits, activities of multinationals and world banks, and economic prospects.

* Chart economic indicators of regional development in Canada, including real domestic product, employment levels, population movement, capital spending, and interprovincial surplus or deficit.

KEY QUESTION 2: How might population trends affect you?

Students should develop an awareness of the biological and demographic interrelationships of the modern world. They should realize the effects of governmental, economic, and personal

decisions on world environments and the need for international co-operation when utilizing the earth's limited resources.

Subquestions and Activities

How has the world's population grown?

* Compare population data, birth and death rates, and density levels of selected regions or countries; draw conclusions regarding lifestyles.
* Research world population data, and compare with historical records.
* Graph the distribution of world population.
* Review the growth of local or regional population; graph findings and suggest reasons for demographic changes.
* Investigate the concept of "population doubling rate," and compare modern statistics with those of selected historical eras.
* Extrapolate current census or world population numbers for future decades.

What is a sustainable world population?

* Research population growth implications in matters such as health, housing, food supply, education, employment, environmental protection, energy use, and wealth distribution.
* Review demographic and biological concepts such as carrying capacity, open system, steady state, population determiners, and zero population growth.
* Research population theories, including Mathusianism and life-boat ethics.
* Investigate sociological imperatives of childbirth in selected countries, and poll co-learners on optimum family sizes.

* Review world statistics on caloric intake, food production and distribution rates, and the national per capita daily protein availability for selected countries; compare with Canadian statistics and data related to Canadian native peoples.

Will changing technology affect the capability of the earth to support human populations?

* List Canadian technical capacities that permit population growth, and compare with selected countries lacking these abilities.

* Review developments in history that have led to population growth, including agricultural revolution, growth of medical technology, the green revolution, and industrial growth.

* Debate possible reasons for declining birth rates in western society, including better education, job opportunities for women, changing lifestyles, and the liberalization of abortion laws.

* Research technological developments required to slow birth rates in developing countries, including food production requirements.

What should be the role of government in population control?

* Investigate local availability of birth control information and assistance.

* Poll co-learners or local spokespersons on pros and cons of birth control methods.

* Research population control activities of selected world governments, including those of India, China, Japan, and Sweden; report individually or in groups.

* Compare the economic and social situations of selected countries using figures on declining birthrates, negative birthrates, and growing birthrates.

* Assess over-population as a source of recent world famines.

* Investigate sources of opposition to government-led birth control initiatives in selected countries, including economic and cultural reasons for larger families.

* Discuss the appropriateness of legislation that seeks to sterilize individuals with three or more living children.

* Debate whether developed nations should impose conditions on population control when they offer aid to third world countries.

KEY QUESTION 3: Why do people live where they do?

(sample treatment)

In a Canadian context, students should become aware of those factors that provide the distinctiveness of their country. Canada is a favored nation with a high standard of living, low population growth rate, and a high degree of industrialization and technological advancement. Historical challenges, including harsh physical environments and vast distances, as well as current concerns about environmental degradation, pockets of high unemployment, and regional disparities, must be clarified if the reasons for Canada's development are to be understood. Since much of this growth has been a process of urbanization, it will be most appropriate to compare the Canadian city experience with other countries.

Subquestions

What are the differences between rural and urban life?

Evaluative Questions and Activities

What environmental and social problems have accompanied urbanization?

What important qualities of rural life have been lost in Canada?

In which major metropolitan centres would you like to live?

What drawbacks are associated with life in a rural setting?

Why do people choose to remain in small towns or large towns?

What is a community?

* Study a modern city that is experiencing serious population or pollution pressures (Tokyo-Yokohama, Shanghai, Sao Paulo, Mexico City), and evaluate the variations in quality of life presented by different settings.

* As a group, research and assess the living accommodations and work environments of citizens from a variety of nations.

* Survey co-learners to determine rural or urban upbringings (go back three generations if possible), and display data with maps, graphs, or charts.

* Brainstorm the advantages and disadvantages of rural or urban life.

* Read selections of W. O. Mitchell on rural life (e.g., Who Has Seen the Wind) and Mordechai Richler on urban life (e.g., St. Urbaine's Horseman); list and debate the differences.

* Research data on selected major centres in Canada, adopting a particular city as a foster home and presenting its advantages and disadvantages to the group.

Analytical Questions and Activities

What factors make somewhere a good or bad place to live?

How do people end up living where they live?

How has your town changed over time?

How can population centres interact with their environments?

Which regions of Canada are sparsely, moderately, and densely settled?

How has Canada's settlement pattern changed over time?

* Review climatic graphs of five Canadian metropolises (one for each region of the country), using the Canadian Oxford School Atlas or Kemball's Canada and the World, Book 1. Describe the differences in climate, and list advantages and drawbacks to living in each city.

* Study the climatic graph of a Yukon or N.W.T. centre, and discuss the special problems of living there. Review the reasons for the locations of indigenous settlements (see Wolforth's The Northland).

* Study several pictures, photographs, and/or tourist brochures on world metropolitan centres, and produce individual or group reports of their founding, economic bases, physical amenities, cultural advantages, and characteristic lifestyles.

* Undertake comparative studies of metropolitan areas in Canada, with reference to housing types, recreational space and facilities, industrial and employment opportunities, and transportation systems.

* Show a film such as Boomsville (NFB animated short). Discuss, note, and display group opinions. Block out a similar short film for the local region.

* Examine census data to detect trends from rural to urban settlement. Make bar graphs showing changes in particular decades. Describe physical changes from the study of aerial photographs. Suggest reasons for major shifts in land settlement patterns.

* Compare historical settlement patterns (e.g., seigniorial long lots in Quebec and surveyed townships in the Prairies) in different regions of Canada.

Definitional Questions and Activities

What is meant by rural?

What is meant by urban?

What is urban sprawl or urban shadow?

What is meant by city, metropolis, conurbation, and megalopolis?

* List some famous cities of Canada and other countries. Find each in an atlas, and compare sites, note sizes, density, growth patterns, and future prospects.

* Map the growth of Canada's urban centres, and compare the growth with U.S. developments or those of other countries.

* Compare photographs of rural and urban landscapes. Note and debate the differences in size of lots, varieties of buildings, types of land use, and volume of traffic.

* Match Canadian cities to their provinces. Estimate and measure distances between major centres. Note the chief transportation routes and key geographic determiners. Assess the growth and change of function for a selected satellite city or bedroom community.

* Differentiate between different sizes of urban centres for both Canada and the world.

* In a group discussion, consider the likelihood of a megalopolis emerging in Canada and the implications of such a development for daily life.

What is the difference between site, situation, and sphere of influence?

Evaluative Questions and Activities

How would you choose the site for a city?

What world cities are badly situated?

What cities in the world are ideally situated?

* From photographs and maps, examine the sites of Vancouver, Victoria, or other B.C. cities. Draw simple sketch maps to illustrate their sites. Compare the advantages and disadvantages of their sites and situations. Relocate one of the above cities and defend this choice before the group.

* From photographs and maps, examine the sites of Halifax, Quebec City, or other Canadian centres. Present an oral report on the similarities and differences.

* Explain why site or situation was more important when the city was founded. Correspond with a resident of the city, civic official, or member of a service group, and share findings with the group.

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* Study and evaluate the location of various world cities, and project likely future developments or problems associated with them.

* Assess why the U.S. considers Latin America to be within its sphere of influence.

Analytical Questions and Activities

How did cities begin?

What were the reasons for the location of the world's major cities?

If new cities were to be established tomorrow, what considerations would govern their locations?

What major types of cities exist in the world today?

* Review the history of delta city developments in the ancient world; compare the development of industrial cities and commercial centres.

* Research examples of pre-contact settlements in the local region.

* Given a list of towns and cities in B.C., Canada, or other countries, classify those according to function, and show results in map form.

* Study the origins of the local community through archives, newspaper files, questions to pioneers or regional historians; produce a scrap book, general report, or oral presentation to be shared with the group.

Definitional Questions and Activities

What is a site?

What is a situation?

What is a sphere of influence?

What is a capital city?

* Complete a land-use survey for a selected small area in the immediate locality; report on findings; invite local planning authorities to address the group on past and

prospective land changes and current theories of rural and/or urban land use.

* Review the history of a major Canadian centre (Montreal, Toronto, Vancouver); map major historical and contemporary transportation links, and list other reasons for the importance of these centres.

* Review the history of Ottawa's selection as the national capital; read accounts of the early days of Bytown; list the major functions of Ottawa today, and write to the National Capital Commission for information on the planned development of Ottawa.

* On a map of the world, mark major capital cities, including any that were the birthplaces of class members.

* Study in detail another major capital city for comparison with Ottawa; study a recently founded capital such as Canberra, Tel Aviv, or Brasilia for comparison with an ancient capital such as London, Paris, Madrid, or Beijing.

What are the functions and problems of towns, cities, and ports?

Evaluative Questions and Activities

To what degree should central governments control the growth of urban centres?

Should municipal councils have full authority within city boundaries?

What industrial activities should be permitted in city or town limits?

Should agricultural land be preserved within city boundaries?

What facilities should be provided for the residents of a city?

* Role-play positions of authority in a major metropolitan centre (mayor, aldermen, port commissioner, police and fire chiefs, business leaders, developers, etc.), and assess concerns related to the preservation of agricultural land, expropriation of private property,

provision of recreational space, creation of industrial parks, and maintenance of public safety (e.g., chemical spills or gas leaks).

* Complete values clarification exercises relating to the need to preserve the environment and public safety while harvesting resources, supplying energy needs or developing industrial infrastructures.

Analytical Questions and Activities

What is a city for?

What is a major city?

Why does Canada have so many one-industry towns?

Should Canada mine and export uranium?

Why do towns, cities, and ports change over time?

* Survey the activities of the local community, determining where people work, play, and live; map major city divisions and provide rationales for patterns of development; speculate on future areas of development.

* Identify and map some one-industry towns in B.C. or Canada; correspond with residents or city hall for further information; survey existing one-industry towns to illustrate requirements of different industries, including pulp and paper, sawmilling, mining, fishing, tourism, and smelting.

* Review the history of Barkerville, Dawson City, or a regional ghost town as an example of boom and bust cycles.

Definitional Questions and Activities

What is a one-industry town?

What is a port?

What do Thunder Bay, Vancouver, and Yokohama have in common?

* Select a northern mining town such as Pine Point, Thompson, or Fort McMurray to illustrate the principles and problems of development; poll co-learners for those with mining-town experience; compare activities in the

Canadian North with the U.S.S.R.'s subarctic development.

* Research the historical development and current activities of a major Canadian port and compare with a similar international centre; list or graph major imports and exports (including countries of origin or destination where possible); indicate and suggest reasons for any possible direct links between the two terminals.

* Undertake museum or field trips in the local area to understand historical origins and changes; study pictures and maps from different eras to understand local growth or decline.

* Study or visit a major urban centre after reviewing its early history and recent developments; review changes resulting from technological advances such as railway development, expansion of air service, containerization, and urban transport systems.

* Graph or map the changes in urban land use for a local or major centre, indicating changes in agricultural land acreages and locations; request information on current resource management and land-use policies and practices.

* Compare changes in B.C. land use with practices in the Prairies, Ontario, or the Maritimes; compare Canadian activities with those of other selected countries such as Japan, Algeria, and New Zealand.

* List and discuss the problems associated with modern urban life, including crowding, slums, limited recreational access, pollution, and crime; debate the costs/benefits of living in urban and rural environments.

* Debate powers and limitations of local governments with regard to heritage conservation, urban revitalization, industrialization, industrial zoning, and the preservation or expansion of agricultural and recreational areas; role-play developers, officials, environmentalists, and other interested parties.

* Invite speakers to address the group on the responsibilities and rights of city residents.

MULTICULTURALISM

PURPOSE

In order to better understand the society in which they live, ABE students need to develop an awareness of Canada as a multicultural nation. Students should be encouraged to increase their knowledge of and appreciation for other cultures and minority groups. Accordingly, when barriers of ignorance and bias are broken down, tolerance will increase and prejudice will diminish. It is hoped that this unit will help students modify their beliefs in order to learn beyond their cultures and come to see Canada as a dynamic, culturally diverse society.

To encourage multicultural learning, this unit proposes five key questions that will encourage the study of points of cultural agreement and disagreement. These questions are structured to allow instructors full freedom of choice and emphasis. Selected activities are provided throughout, and a representative sample treatment of Key Question 5 is supplied.

KEY QUESTION 1: Is immigration important for Canada?

Students should be encouraged to consider the contributions of immigrants to Canada's development and world position. Students may consider why people from other countries have settled in Canada and in other selected jurisdictions. They may be asked to give their views of Canada's immigration policies and laws, and to consider whether these have tended to favor or penalize particular groups. Students may also discuss the ways in which large groups of immigrants or minorities have suffered in the past in Canada.

Subquestions and Activities

Why do people choose to settle in Canada?

* Translate statistical data on immigration into graphs, identifying trends or patterns.
* Share immigration experiences and knowledge with each other.
* Interview immigrants, immigrant spokespeople or groups, and selected ESL classes; write reports on the results.

* Make group presentations based on the interview data.

What are current immigration laws or policies?

* Research how laws and policies are made and who makes them.
* Invite immigrant spokespersons to address the group.
* Invite an immigration official to outline current policies (e.g., policies regarding employability, solvency, sponsorship, refugee status).
* Formulate imaginary policies and then compare them with statements from the 1975 Green Paper on Immigration.

Have particular groups of immigrants been favored or penalized in the past in Canada?

* Read the play Komagata Maru as a group or by taking parts; read selections from Obasan.
* Research the causes and effects of selected historical racial incidents (e.g., 1907 Vancouver Chinatown riots).
* Study materials relating to the granting of citizenship to World War I Canadian army veterans of Japanese origin.

Why do some countries experience immigration and why do others not?

* Compare Canada's population, usable land, arable land, population density, GNP, etc., with those of Denmark, Japan, Hong Kong, Australia.
* Review data on Canadian immigration patterns; translate this data into graphs, and report on comparisons with nations showing net emigration patterns.

Who are the immigrants to Canada and where have they settled?

* Review Canada yearbooks and census data on immigration, and present findings to the group.

* Develop demographic maps showing Canadian settlement patterns.

* Map family movement patterns of co-learners.

Why do some countries want migrant workers?

* Investigate the economic motives of countries, such as Switzerland, France, and Germany, that have encouraged the hiring of guest workers.

* Review materials relating to the unemployment of immigrant labor (e.g., Mexican workers in southern United States, West Indian workers in eastern Canada).

* Suggest the advantages and disadvantages to an individual of being an immigrant worker and the responsibilities of host countries for such workers.

What do certain words mean to immigrants and immigration officers?

* Define and give examples of: migrant, landed immigrant (independent, dependent, sponsored), visitor, student visa, work permit, refugee, inland refugee.

KEY QUESTION 2: What is the history and importance of bilingualism in Canada?

Students should consider the problems and advantages of two official languages. They should review Canada's history of cultural and linguistic assimilation or separatism, and compare this with the experiences of other jurisdictions. The group

should study how policies of bilingualism and multiculturalism have been implemented.

Subquestions and Activities

Why have official languages?

* Discuss or debate these questions: What is the social purpose of having official languages? What are some good or bad things about official languages? How might speakers of non-official languages feel about official languages?
* Invite leaders of ethnic groups or editors of ethnic newspapers to speak to the group.
* Write an editorial on bilingualism.
* Role-play being parents of children in heritage language programs (Chinese, Greek, Punjabi, etc.).
* Determine which are Canada's official languages, and review events that led to the Official Languages Act.
* List three provisions of the Official Languages Act, and suggest how these might affect life in Canada.

Why do some countries have more than one official language?

* Determine what historical, geographical, or social factors contributed to the emergence of more than one official language.
* Report on a country with more than one major language, indicating by maps the location of language groups (e.g., India, Belgium, Spain, etc.). List the main geographic determinants and historical events that have been associated with these language differences.
* Review official or multi-language legislation in other countries, and compare with Canada's Official Languages Act.

What is the legislative history of official languages in Canadian provinces?

* Analyse the issues involved when the Canadian Radio and Television Commission established a French-language channel in British Columbia.
* Interview a provincial Francophone official regarding bilingualism in British Columbia.
* Compare graphically the French- and English-speaking populations of Manitoba and New Brunswick.
* Review the role language differences played in Papineau's Lower Canada reform movement in the early nineteenth century.

What have been the main events in the history of cultural conflict in Canada?

* Review the sources of cultural conflict associated with the fall of New France and Governor Murray's attempts to anglicize French Canadians.
* Investigate the provisions of the Quebec Act of 1774.
* Review the events associated with the expulsion of the Acadians.
* Role-play the concerns of the Metis minority before and after Riel's rebellion.
* Read chapters one, two, and three, or selections from Berger's Fragile Freedoms; note, discuss, and question his findings.
* Review the issue of separate schools as viewed by Wilfred Laurier, Henri Bourassa, and the authors of the Canadian Charter of Rights and Freedoms.
* Make a graph or chart indicating the growth and decline of support for the Parti Quebecois in Quebec.
* Research and compile the arguments used by both sides in the Quebec Referendum.

* Describe what separatism and sovereignty association mean in practice.

* Determine how multiculturalism policies are set and promoted.

* Debate the future of the Quebec and Western Canada separtist movements.

KEY QUESTION 3: Is multiculturalism a myth or a reality?

Students should investigate the origins and provisions of multicultural policies in Canada. The group should become familiar with the problems and accomplishments of particular individuals and ethnic groups in Canada.

Subquestions and Activities

What does cultural heritage mean?

* Investigate the publications of the B.C. Cultural Heritage Advisor, and generate a group definition of the term "cultural heritage."

* Research which ethnic groups provide opportunities to learn heritage languages.

* Invite speakers who are prepared to talk about the value of their cultural heritage.

What is the difference between assimilation and integration?

* Analyse the differences between various dictionary definitions of assimilation and integration.

* Survey instructors and other students to obtain their definitions of assimilation and integration, and synthesize findings.

If you emigrated to a country with a different language and culture, what would it be like?

* Role-play how someone would approach a stranger, how someone would look for a place to live, and how they would hunt for a job; debate what they would want for their children's education in a new country.

What is meant by a policy of multiculturalism, and what are the alternatives?

* Research public documents on multiculturalism.
* Write a joint letter to the nearest Secretary of State office requesting information on multicultural policies and activities.
* List the main features of the information obtained, and produce group generalizations on the topic.
* Read an article or excerpt on multiculturalism, and analyse the point of view of the author.

What are some accomplishments of ethnic societies in Canada?

* List the ethnic clubs, centres, and churches in the local area; map their locations; research and list the services they provide.
* Invite spokespersons from local ethnic organizations to discuss issues of concern in their community.
* Interview prominent individuals in the ethnic community on their accomplishments.
* Research the career of a member of a local ethnic community who achieved prominence as an elected official, businessperson, artist, philanthropist, etc.

What are some major concerns of the Native peoples of Canada?

* Discuss the main provisions of the Indian Act, and list problems associated with it; invite officials from appropriate departments to supply information on the topic.

* Visit a Native cultural centre; invite local Native leaders to address the group or respond to written questions on topics of concern.

* Invite Native women to address the group on changes or amendments to the Indian Act.

How does Canada's treatment of her indigenous peoples compare with that of New Zealand or Australia?

* Contact the Australian or New Zealand consulates for information on national multicultural programs; evaluate the materials received, and formulate generalizations about content and Canadian comparability.

* Compare Australia and New Zealand's post-contact experiences with Canada's history of Native relations (e.g., Is there a Canadian equivalent of the Waitangi Treaty?).

KEY QUESTION 4: What happens to immigrants when they come to Canada?

Students should review the obligations, rights, and freedoms of newcomers to Canada. In assessing these things, it is hoped that students will be reminded of the various privileges and requirements of their own citizenship.

Subquestions and Activities

How does immigration affect Canadian society and the immigrants themselves?

* Prepare questions for an interview of a representative of a minority or immigrant group; record the session, and list and rank the main points made by the speaker.

* Graph or otherwise chart the annual percentage increase of Canadian immigrants, and compare with data from other countries.

* Debate or discuss the following questions: "What do we want for immigrants in this country? What do they want for themselves? Are these goals realistic?"

* Use social agencies, counsellors, immigrants, or documents to determine the services and support typically needed by newcomers; list types of problems indicated, and assess whether these vary from those of the general population.

* Through interviews and questionnaires, identify those agencies that provide appropriate assistance to immigrants and those that require restructuring or added resources.

What are the rights and responsibilities of immigrants?

* List the differences between the rights and responsibilities of citizens and those of landed immigrants; evaluate, through group discussion, the implications of such differences for immigrants & develop a chart indicating similarities, differences, and

associated considerations.

* Role-play a citizenship hearing in order to appreciate the demands placed upon applicants for citizenship.

* Debate whether all immigrants, including the elderly and those employed as homemakers, need to learn one of the official languages.

KEY QUESTION 5: What does the term 'cultures in conflict' mean?

(sample treatment)

Students should evaluate Canadian responses to racial and cultural differences and assess historical events in Canada that have had their roots in prejudice. They will practise distinguising between fact, opinion, bias, and prejudice and will review the social, political, and economic forces at work in relation to minority groups. They will evaluate positive and negative attitudes toward minority groups and the role played by various governments in minority relations.

Subquestions

What attitudes and behaviors can be called cultural?

Evaluative Questions and Activities

What is the impact of having one main culture or many cultures in one country?

Why is it an advantage or disadvantage for a country to have a mix of cultural groups?

How are particular attitudes and behaviors shown in literature or drama?

Is it possible to say that one culture is more valuable than another?

* Read all or part of the play Paper Wheat and have students identify cultural differences apparent in it. Pose the question: What do you think the author's

attitude toward immigrants is?

* Invite a representative of the Secretary of State or a cultural group to address the group on policies and practices that support ethnicity in Canada.

* Identify examples of statements that are biassed or prejudiced; or read a segment of Bilingual Today, French Tomorrow and identify any statements that show bias, use inflammatory language, or lack supporting documentation.

* Do a group reading of The Primary English Class and identify cultural stereotypes.

Analytical Questions and Activities

Is cultural behavior necessarily national?

How do customs vary among different groups in Canada?

How are cultural differences expressed within a society?

Is there a relationship between religion and culture?

* Have students discuss the following as examples of cultural expressions: traditional national dress, treatment of the elderly, child rearing practices, family roles, dance, pottery, food, movies, and theatre.

* Investigate marriage in other cultures, and ask a leader from a religious group to explain the symbolism of the wedding ceremony.

* Have students obtain a piece of western art and write statements about the values portrayed in the work. Compare with representative examples from other cultures.

* Debate or discuss the relationship between religion and culture in a selected instance; view videotapes or invite representatives from Hindu, Sikh, Buddist, Judaic, Christian, and Islamic religions, to discuss the contention that religious ignorance breeds prejudice.

Definitional Questions and Activities

What is an example of an attitude or a value?

What is an example of behavior?

What is a custom?

What is an example of a behavior that is a custom?

What are some examples of things that are cultural?

What are the meanings of 'culture' and 'cultural pattern'?

What are the origins of cultural patterns?

What is a stereotype?

* Devise personal definitions for specialized terms; share with a small group and eventually, through discussion, arrive at comprehensive statements the whole group can accept. Amend definitions as needed throughout the course of subsequent discussion; note that the statements of experts reflect their specialized knowledge.

What knowledge, skills, and understandings are needed by immigrants?

Evaluative Questions and Activities

What do you think of the current provisions for language learning, citizenship preparation, skill training, and cultural orientation in British Columbia in terms of quality and quantity?

If you were a newcomer, how would you go about finding out: how children are raised, what teachers expect in school, what resources are available for language training, how political systems work?

* Describe a personal or shared experience that occurred amongst people of different cultures, indicating what was difficult, and what skills and understandings were needed; write a summary paragraph or essay on this event.

* Interview members of an ESL class or a recent immigrant, using a series of predetermined questions; tabulate the information obtained, using headings such as country of origin, reasons for emigrating, educational attainment, language improvement, further training, employment, and understandings about Canadian life.

Analytical Questions and Activities

Why do immigrants need new knowledge, skills, and understandings?

What new knowledge, skills, and understandings are required?

When and how should new understandings be acquired?

What provision is made by education institutions to provide such requirements?

What provision is made by other groups and agencies to aid immigrants?

* List community resources that serve the needs of immigrants, and list gaps or limitations in resources available to immigrants; invite spokespersons for immigrant groups to speak about resources for immigrants, and record the main points; write individual articles on the speech.

* Research and assess the resources available to immigrants regarding school, jobs, and careers.

* Debate the particular job-finding assistance required by immigrant women.

Definitional Questions and Activities

What are knowledge, skills, and understandings?

What are examples of knowledge, skills, and understandings needed by immigrants?

* List examples of knowledge, skills, and understandings proposed by the group; indicate what activities encourage these faculties, and have students give specific suggestions (e.g., carving a sculpture from wood, reading a newspaper, getting information from the library, building a fence, joining a political party, voting in an election).

What are the positive effects for a community of having newcomers?

Evaluative Questions and Activities

Evaluate Canada's record of admitting refugees.

How would you write an admission policy manual for an immigration officer in Guatemala or Hong Kong?

How would you describe an ideal immigrant?

On what grounds would you reject an immigrant for admission to Canada?

How does the policy of giving preference to immigrants who have money to invest in new businesses affect the Canadian economy?

* Review the language of the new Immigration Act (1976, amended 1977-84) with respect to solvency of immigrants, and describe possible effects within the Canadian community of this legislation.

* Chart Canada's annual acceptance of refugees over the past fifty years and suggest possible causes of any trends indicated. Read the play Project Immigration, and have students choose the immigrants they would accept; defend selections.

* Generate a list of visible community changes (e.g., new businesses, churches) resulting from immigration, and determine whether the results are good, bad, or mixed; assess whether changes have enriched the community.

Analytical Questions and Activities

What changes have occurred in your community as a result of immigration?

Are the changes positive or negative in your opinion? Why?

How have recent world events such as upheavals in Southeast Asia, Latin America, and the Middle East affected Canada or your own community?

* Write or interview a city planner on physical, economic, and social changes that have occurred in the local community as a result of immigration; research one change suggested by these discussions and report to the group.

* Discuss whether examples of recent cultural conflict in Canada are symptomatic social events or isolated happenings; precis articles in the magazine, Horizon Canada, related to changes in Canadian immigration.

* Research recent immigration statistics, and relate patterns to current world events; invite immigrants from Hungary, Czechoslovakia, South Vietnam, Chile, etc. to share their reasons for emigrating; review historical events that have resulted in significant world or Canadian population shifts.

Definitional Questions and Activities

What are the characteristics of some newcomers to your community or in your group?

What does the word community mean to you?

* Separate learners into three small groups, and have each group answer the following question: How does change affect the individual, the community, the nation? The small groups can report to the larger group and can debate similarities and conflicts.

Has the federal government of Canada ever adopted racist policies?

Evaluative Questions and Activities

What evidence is there of systemic prejudice in Canada today?

What factors contributed to the decision to relocate Canadians of Japanese descent during World War II?

What might have resulted from a Canadian policy of open admission for Jews in World War II?

* Read selections from Thomas Berger's Fragile Freedoms (e.g., Chapter 4, "The Banished Canadians"); prepare oral and written reports on the Japanese wartime resettlement experiences and on the expropriation of Japanese-Canadian property in B.C. in 1942.

* Read excerpts from We Went to War, and identify examples of racism.

* Research requests for reimbursement from Japanese citizens, and debate what action the Canadian government should take; write letters to local MPs requesting information or recommending action.

* Invite a spokesperson from the Jewish community to speak about modern and historical anti-semitism.

* Review and debate the findings of the Zundel and Keegstra trials.

Analytical Questions and Activities

What is the record of Nazis treatment of Jews between 1933 and 1945?

What is Canada's record of admitting Jews in the period 1933 to 1945? After 1945?

How does Canada's record of accepting Jewish refugees compare with those of other countries?

What is the history of Japanese-Canadian citizenship in modern Canada?

What is the story of the Komagata Maru?

* Read selections from None is Too Many, and discuss Canada's record of admission of Jews.

* Read Anne Frank: The Diary of a Young Girl, and discuss it in terms of racism in Nazi Germany.

* Read Immigrant Children and Canadian Schools, and list events that could be described as racist.

* Debate the question of job quotas or positive discrimination to ensure fair employment opportunities for visible minorities.

* Examine contemporary newspaper reports of the Komagata Maru incident, and compare with later historical statements; debate the possible sources of prejudice in this instance.

Definitional Questions and Activities

How is a policy different from a law?

What does the word racism mean to you?

What are some examples of racism in Canadian history?

What are some recent examples of racism?

What does the term Nazi refer to?

What does the word prejudice mean?

What is systemic prejudice?

What is the difference between racism and prejudice?

What is genocide?

* Collect and display dictionary definitions of key terms; discuss in pairs, and in a group, a dictionary definition of racism.

* Read and discuss selections from the Anne Frank: The Diary of a Young Girl or other literature from the Holocaust (e.g., books by Eli Weisel); invite speakers to discuss the implications of systemic prejudice.

* Research examples of events in history that showed evidence of racism or prejudice; link these events with comparable happenings in Canadian history and discuss similarities and differences.

THE INFORMATION SOCIETY

PURPOSE

Contemporary North American society has been variously described as the electronic age, the computer culture, or the "information society." It may be argued that all civilizations are "information societies;" certainly all have been concerned with the collection, storage, and transmission of information. What seems to differentiate our age, however, is not only the sheer amount of information that is available but also its expanding impact upon contemporary political, economic, and social systems. What we buy, which political candidates we endorse, how we do business, how we define success and failure, who and what we value, and the way we see the world are all influenced to some extent by mass media and other forms of information. In order to make informed choices as workers, managers, consumers, or citizens, students should be aware of these forces that affect, and sometimes manipulate, their thinking. For this reason, it will be valuable to examine the "information society" and its possible effects on modern individuals and institutions.

To promote understanding of the mass information world, attention is focussed on concerns such as: What exactly is the information explosion? What are its implications, costs, and benefits? Has the growth of information industries really transformed our industrial economies? How do mass information media shape our perceptions and attitudes? What effect does information technology have on our privacy, our values, our way of learning, and our styles of work? The unit includes three specific key questions, with subquestions and selected tasks, followed by a full sample treatment of Key Question 4.

KEY QUESTION 1: What is the information society?

Students should consider the growth, complexity, and influence of modern information processes and the effects that follow the use of such processes. Students should review the extent to which the growth of highways, canals, railroads, and changes in travel technology in earlier eras relate to the spread of modern networks of telecommunications, computerization, and technological development. They may consider whether continued change in information technology represents a threat or a promise for modern societies.

Subquestions and Activities

What are the distinguishing characteristics of an agrarian society and an industrial society?

* Review the history of early delta societies, locate major examples on a global map, and list common features such as latitude, typography, population, natural barriers, and history of development.

* Discuss barter, trade, cottage industry, monetary systems, guilds, mercantile city states, and the growth of nation-states.

* Research early industrial inventions, the growth of trade routes, the demand for industrial workers, and enclosure movements.

* List major changes in travel and information technologies since 1400, assess the results for the modern world in a general brainstorming session, and research key changes in more depth.

* Review modern examples of agrarian and industrial societies, list desirable and undesirable aspects of each, and study in depth a society currently in the process of modern industrialization (e.g., Brazil, India, Nigeria).

* Assess the pros and cons of heavy industrialization and increased urbanization as solutions to the problems of the third world; research alternatives involving information technologies, computerization or educational development; organize a group debate on proposals for world development.

What is meant by the term "information explosion"?

* List the means by which people receive information other than by personal contacts; estimate the time spent daily in reading newspapers, magazines, or other print sources and in listening to media; record and chart an actual day of media consumption by co-learners.

* Review how information has become more accessible in terms of annual new titles, scientific monographs, broadcasting hours, sales of video cassettes, etc.

* Assess technological changes resulting in increased information, including moveable type, lithography, teletype, microfilament technology, satellite communications, computer graphics, etc.

* Debate the extent to which the magnitude of modern information affects people; identify the associated benefits, disadvantages, and dangers; review reasons for the Freedom of Information Act.

What features distinguish information societies?

* List societies that are considered advanced information societies, research individual characteristics, and chart common features.

KEY QUESTION 2: How does mass information affect modern individuals?

Students should review changes in the speed and amount of information available to ordinary Canadian citizens in the course of the past century. They should assess the social benefits of rapid information growth and dissemination, and debate whether this necessarily implies an increase in human knowledge. The group should also evaluate the extent to which information technology addresses world problems such as hunger, energy shortages, unemployment, and economic inequality.

Subquestions and Activities

What is the role of information technology in scientific research?

* Review the traditional stages of scientific research, and, as a group, devise, test, and defend individual scientific theories.

* Review the expansion of scientific information in the twentieth century, and brainstorm changes in scientific study resulting from ready availability of computerized information.

* Examine the role of information exchange in the history of scientific discovery (e.g., Darwin and Wallace's coincidental development of the theory of evolution).

* Invite scientific professionals or amateur scientists to address the group on recent scientific developments and methods.

* Review changes in health care resulting from information availability.

* Invite health professionals to discuss recent practical changes resulting from the computerization of medical knowledge and data and possible results in areas such as genetic research.

* Assess the pros and cons of computer-enhanced capacities in fields such as energy exploration, nuclear engineering, and defense research; review the history of the Manhattan Project, and research, assess, and role-play the possibility of nuclear terrorism in the modern world.

What effects has computer technology had on the education process?

* Poll co-learners, other instructors, and computer specialists on the advantages and disadvantages of computer-assisted learning.

* Introduce co-learners to a variety of educational computer programs and assess their reactions, list main concerns related to computer-assisted instruction, and review with general group.

* Research and evaluate Christopher Evans' belief that "Of all the barriers that divide the world, making one segment of mankind wealthy and putting the other in the direst poverty, the biggest and most intractable is ignorance. Education and knowledge have enriched men's lives from the beginning of time and affluence has only sprung up where ignorance has been conquered."

* Review the possible role of the computer in world education.

* Assess the extent to which computer knowledge is necessary or desirable for the occupations and activities valued by group members, and assess the changes in these occupations and activities since the beginning of the microprocessor revolution.

* Debate the effect of the information explosion and computerization on the "race between education and catastrophe." (A. Toynbee)

How have developments in information technology affected the roles and powers of modern government?

* Contact federal representatives concerning information gathering by the central authorities, and research regulations relating to freedom of information.

* Determine form and frequency of contact between co-learners and all levels of government, and assess the advantages and disadvantages of computerized government operations.

* Review recent census data, assess the appropriateness of information categories, debate the government's right to know versus institutionalized invasion of privacy, and review topics such as computerized blacklists, etc.

* Review or complete employment application forms and occupational suitability tests, and invite recruitment professionals to address the group on computerized employee-selection processes.

* Debate the pros and cons of achieving full employment by computerized suitability testing and enforced job placement.

How has the information explosion affected the world's lesser-developed countries?

* Review the geography, national history, and economic status of selected third world countries; assess

developments related to availability of communications technology, computerized monitoring of agricultural and industrial sectors, and increased educational provision.

* Review the history of international aid to the third world, assess the extent to which examples of "tied aid" serve the needs of donor and recipient nations, and evaluate the place of information technology in the provision of appropriate international aid to developing countries.

* Research the value of heavy industry and heightened urbanization versus computer-enhanced traditional industries and decentralization for nations such as India or Indonesia; evaluate the role of information networks in agricultural re-education, family planning, or other third world programs.

KEY QUESTION 3: How does mass media influence our perceptions of ourselves and the world?

Students should become aware of how mass media affect their lives. They are encouraged to use reading, listening, and viewing skills to review media concerns, and social science research methods to critically analyse and evaluate media. They are also encouraged to study the social and cultural implications of mass media in the contemporary world, and learn to assess the ways in which media shape perceptions, tastes, and values.

Subquestions

What are the characteristics of mass media?

Evaluative Questions and Activities

What is slant or bias in media?

Should the media ever take sides?

* Make up a list of imaginary headlines and have students rewrite them in such a way that they acquire both a negative and positive nuance, e.g., "Police Shoot Five Demonstrators" (neutral), "Police Slaughter Protestors" (negative), "Police Repel Unruly Mob" (positive); have students collect headlines or news stories, circle

charged words, and assess reporters' biasses from the language they use; give students a variety of short news stories and have them identify angles emphasized by writers.

* Have students choose a current news item and write two news reports, each stressing a different angle of the topic.

* Distribute a transcript of an interview between a journalist and a famous rock and roll star or other celebrity; discuss how the individual has been presented by the reporter; rewrite the interview individually or as a group to present the celebrity in various lights.

* Have students design a "bias detection checklist" (e.g., Are both sides of a story represented? Are there any charged words? Are particular angles emphasized? Does the reporter conflate fact and opinion? Are photographs slanted?); have student groups assess a news article, magazine article, or television or radio report to determine whether it is biassed or not and present their findings to the group.

Analytical Questions and Activities

What is an editorial decision?

What is newsspeak?

How do we assess Canadian content?

* Discuss the kinds of decisions that go into presenting the news (e.g., What will be printed? How much coverage will a story be given? Where will a story be placed? Will photographs be included?).

* Have students select news stories from a current paper and describe possible editorial decisions associated with them; ask students to criticize editorial decisions related to particular news or magazine stories or electronic media presentations; discuss the difference between fact and opinion in journalism.

* Give students one or more news stories and ask them to separate statements that are fact and opinion; review the contents of a variety of local and national newspapers; assess political orientation, likely audience, and editorial quality.

* Have students tabulate and compare what types of programming they prefer and analyse the appeal of common choices; compare Canadian and American stereotypes as presented on television or radio.

* Research examples of newsspeak; discuss what is meant by newsspeak and why some public figures use it; role-play newsspeaking politicians or create examples of bureaucratic double-talk, Pentagonese, or baffle-gab; have students develop a newsspeak dictionary; review explanation and examples of newsspeak from George Orwell's 1984.

* Review the role of Canadian Broadcasting Corporation in protecting Canadians from American cultural domination; assess the popularity of Canadian and U.S. television productions by reviewing Neilsen statistics or by polling co-learners; research a television guide to determine the percentage of Canadian, American, and other national productions.

* Discuss whether Canadian content should be given priority; research and debate how the CBC is fulfilling its mandate.

Definitional Questions and Activities

What is a newspaper?

What are loaded words?

What is editorial bias?

What is the CBC?

What is viewer preference?

* Identify national or local newspapers; assess the popularity of particular papers by polling co-learners, surveying community members, or contacting local news agents.

* List and compare the content of several newspapers in terms of coverage, advertising, sports reporting, and editorial content; invite an editor or reporter to address the group on where news comes from, who determines the content of a daily paper, and how a newspaper office works.

* Supply statistics on news media ownership in Canada and other nations; summarize the facts about media ownership and discuss the advantages and disadvantages of private and public ownership of media, media conglomerates, and information monopolies.

* Review or discuss the meaning of bias and other ways in which news stories may be written to favor a particular interpretation of events (e.g., charged words, angles, misquoting, presentation of opinion as fact, misuse of statistics, etc.); list "neutral" words and write positive and negative equivalents (e.g., ask, implore, demand).

* Review or research the history of broadcasting in Canada; develop a timeline to display important dates and events; write individual reports on selected aspects of Canadian or international media (e.g., What international events should be reported? What is the role of media as a source of nationalism? What are journalistic ethics?).

* List all the media people are regularly exposed to, and categorize into purposes served (e.g., entertainment, news, advertising, etc.); discuss other uses of media.

* Estimate how many hours per week people spend watching television, listening to the radio, reading newspapers, etc.; design a survey chart, and record actual consumption of media; compare group surveys with national statistics; create graphs, charts, or tables to display findings; survey co-learners and others on viewing or listening preferences; compare with current popularity statistics, and discuss or debate reasons for preferences and popularity.

How do news media influence your understanding of the world?

Evaluative Questions and Activities

What is the difference between news and propaganda?

* Obtain literature from an organization that attempts to convert people to a particular belief or idea (e.g., Project Plowshares, Greenpeace, Native Brotherhood, etc.); assess the literature in terms of motivation, language, bias, and references.

* Devise a definition for propaganda, and discuss how this differs from news; have students collect examples of propaganda for analysis and discussion.

* Review a variety of media campaigns conducted by organizations such as M.A.D.D. or A.A.A., and discuss whether these are propaganda; view a propaganda film or examples of nationalistic posters or art; discuss techniques used to sway public opinion in visual propaganda; produce an example of visual propaganda, and assess group reactions.

Analytical Questions and Activities

Do news media report events objectively?

Is the Canadian media culturally biassed?

Are editorial cartoons "fair"?

Does the camera ever lie?

* Examine a series of articles from different publications that address a single event or similar topic; list and discuss similarities and differences in tone, style, view point, and conclusions.

* Examine several issues of a local paper to determine the amount and style of news devoted to minority and ethnic groups; review news stories about a current racial issue, and analyse stories with the previously developed "bias detection checklist;" review an assortment of Canadian and international magazines to determine which ethnic groups are most frequently portrayed in ads; chart the results, and discuss whether the ads are representative of Canadian or other societies, and what kinds of ethnic, socio-economic, or age stereotypes are present.

* Invite a speaker from a Native organization to discuss the media's portrayal of Canada's indigenous peoples; invite co-learners or representatives from various ethnic organizations to review media representation of their heritage.

* Role-play a dramatic event, and have the group report the events as objectively as possible; review group articles, chart and discuss discrepancies, and assess how different points of view are brought out by selection and emphasis of facts.

* Chart major stories reported by print and electronic media for one week, and discuss the reasons for differing emphases; research a major Canadian newspaper's coverage of international events for one week in terms of types of events featured, and in terms of countries and leaders that receive most attention; note and discuss any common features.

* Review one copy of a major American or international daily, and compare with a Canadian paper's content.

* Collect political cartoons from various daily papers, and interpret how these might reflect or affect public opinion about government affairs or leaders; review editorials on political concerns, and assess orientation of writers.

* Collect photos of prominent political leaders or celebrities, and assess whether the camera provides objective portraits; discuss how photography can affect our opinions about public figures and world events; view documentary films in order to assess point of view, intent, and bias of the producers.

* Create story-boards for news reports that seek to sway public opinion; present these to the group, and discuss the success of methods used.

Definitional Questions and Activities

What types of news media exist?

What is propaganda?

What is media objectivity?

What is media impact?

* List methods by which people receive information about world events; list and discuss varieties of news media; define propaganda, objectivity, and bias; list and rate news media popularity amongst co-learners.

* List major news events of the preceding year; discuss what makes a story "news;" determine characteristics of a front page or three-day story; review the reports of a recent major event, and list elements that made the story interesting to many readers.

* Devise and present imaginary but typical major news stories; chart common characteristics of stories, and compare with current newspaper or news magazine coverage.

How do mass media influence personal values?

Evaluative Questions and Activities

Should advertising be controlled?

What is pornography?

Who should censor?

* Obtain information on the methods by which mass media are currently controlled or restricted in Canada and other countries; debate censorship topics such as: "There should be no regulations governing Canadian content.", "The Canadian Radio and Television Commission should be disbanded.", "Pornography should be freely available.", "Rock videos should be closely censored.", "Subliminal advertising should be banned.".

* Invite guest speakers to debate the topic of censorship in a democracy; assess the opinions of co-learners on the censorship of movies, magazines, and books in Canada; assess the views of other societies on acceptable media content (e.g., India, Iran, Sweden).

Analytical Questions and Activities

How do ads work?

What is "bad" advertising?

How are men and women portrayed in advertising?

* Collect magazine ads, and assess the use of words, color, attention-getters, and angles; determine what consumer groups are targeted by particular ads and what dreams, desires, or fears are appealed to; analyse television or radio ads in terms of techniques used.

* Write ads for various popular products; write ads for imaginary, unappealing, or untraditional items; write ads for particular consumer groups.

* Assess subject matter or techniques of ads that offend co-learners.

* Debate the ethics of subliminal advertising, personal endorsements, and cheesecake advertising; review a selection of ads depicting women, and list the images projected (e.g., seductress, sweet young thing, homemaker); discuss how images influence society's assumptions about feminine beauty and roles; compare the ad and feature content of three different types of magazines in terms of how they portray women (e.g., a men's magazine, a fashion magazine for adult women, a feminist magazine).

* Collect cartoons depicting women, and assess the images presented; review songs or videos about women, and analyse how women and women's roles are defined; invite a speaker from a women's organization to answer questions about media presentations of women (e.g., "Killing Us Softly"); evaluate the effect of media on the image of women in Canadian society.

* Review cigarette and liquor advertisements that depict men, and list stereotypes employed; evaluate what images have been most powerful in defining western views of masculinity; list familiar television programs with male heroes, and assess similarities in their portrayal of men; collect cartoons about men, and discuss stereotypes that are presented.

Definitional Questions and Activities

What is advertising?

Who may or may not advertise?

What is a target group?

* List and review varieties of advertising, including posters, magazine and newspaper ads, electronic media presentations, etc.; list the number and style of ads found in a typical news magazine, women's magazine, and newspaper.

* Discuss topics on advertising, including "What kinds of groups advertise and for what purposes?", "What groups and organizations may not advertise?", "What are the dangers of uncontrolled advertising?", "How effective is advertising in influencing spending habits?".

* List as many jingles, slogans, and catchy ad lines as students can remember; write new slogans for popular products; in groups, design and produce ads for new products, and indicate the desired target audiences.

KEY QUESTION 4: What is the impact of the information explosion on work and the economy?

(sample treatment)

Students should examine changes in patterns of work and the economy related to automation, computerization, and growth of information exchange. They should review the results of the modern restructuring of industry and commerce, and assess the positive and negative aspects of such changes.

Subquestions and Activities

How has the workplace or classroom been affected by the information explosion?

What are "knowledge industries"?

What changes have occurred in the organization and running of business offices in the past 50 years?

How are office employees affected by automation and advances in electronic communications technology?

How has information technology affected the processes, productivity, or profits of modern manufacturing?

What is the history of worker responses to technological change?

How have technological changes affected the skills, security, job satisfaction, and health of workers?

In planning technological change, what are the moral and legal responsibilities of management?

Must modern industry automate in order to compete on an international scale?

Do innovations in communications technology create or destroy jobs?

How have changes in information technology contributed to the economic success of countries such as Japan, Taiwan, Switzerland, or West Germany?

Are the social and economic changes resulting from the information explosion primarily positive or negative?

Activities could include historical review, individual and group projects, group discussions, debates or panels, written queries to experts, and presentations by visitors.

ECONOMICS AND PEOPLE

PURPOSE

Many adult students have already experienced and will continue to experience the impact of changing employment patterns (i.e., variations in working hours, salaries, and job opportunities). Accordingly, they will be very concerned about these issues, and this concern can be used to help shape the unit and stimulate their interest in economics.

This unit identifies activities that are appropriate for the study of economics. This includes how a livelihood may be obtained, how human wants are met, what constitutes employee rights and duties, and what are the current and historic concerns of private and public sector employers. Key economic terms, concepts, and present economic problems as well as comparative forms of economic organization will be investigated.

Suggestions for the following activities do not have to be interrelated or followed in order, but are designed to provoke specific or general discussions. A subject such as economics, which is built logically layer by layer, presents clear difficulties for selecting and sampling ideas. However, it is possible to stimulate student interest and also provide enlightenment without reviewing the full theoretical framework of economics. Materials in this section also need not be taught as a unit but may be returned to from time to time. Attention to the fluctuating and tentative nature of many economic ideas requires that sufficient attention be given to changes in economic theory and practices.

KEY QUESTION 1: Why work?

Students should review the motivations that govern the need to work, including satisfaction of basic requirements such as sustenance and shelter, self-expression, and self-sufficiency. Theories of scarcity and distribution, inequality, the social contract, and the work ethic will also be examined. Students will assess concerns relating to the quality of life in the workplace.

Subquestions and Activities

What is scarcity?

* List examples of items that are scarce in Canada, in selected historical countries, and in some contemporary countries.

* Read "The Last Man on Earth" in Focus, or "Sidebet" in Imagine!, and list examples of scarcity.

* List factors that would make a personal budget viable for one year in a current Canadian situation; compare student budgets and debate choices; create a group list by concensus, and compare with probable lists for a specific historical situation (e.g., Louisbourg in 1775, or one in the modern third world).

* Discuss the concept of the universality of scarcity (i.e., How might the richest individual in a society experience scarcity?).

* Debate how time may be considered a limited resource; devise illustrations or role activities to demonstrate the decision making involved in time use.

* Undertake group investigations and presentations on the functions an economy must perform due to scarcity; have the group decide by concensus on the allocation of a fixed sum of money for establishing a destitute immigrant family in Canada, including a one-year budget for food, shelter, and other basics.

* Investigate the concept of opportunity costs, both current and historical, by establishing individual or group definitions, or by listing examples of personal opportunity costs such as those involved in returning to school; investigate the opportunity costs of building the transcontinental railway, building the St. Lawrence Seaway, cancelling the Avro Arrow, balancing the federal budget.

* Devise a desert island provisions list in which a specified number of items are selected from a long list generated by the instructor; debate the validity of particular group choices (e.g., foregoing entertainment items in favor of food, shelter, or tools).

* Debate opportunity costs involved in recent U.S. and Canadian decisions regarding the environment (e.g., should mining be permitted in national parks, what regulations to counter acid rain are desirable); review the environmental effects of resource utilization by completing the role-play "Muck in the Mock" in D. J. Whitehead's Handbook for Economics Teachers.

* Evaluate the concept "property" after discussing a dictionary or group definition; list materials that may constitute property; debate whether the ownership of property should carry any social obligations if the material is scarce.

* Evaluate the concept of profit maximization as a component of the ownership and use of property; debate whether profits are necessary for the functioning of modern society; role-play the management of a firm making market decisions related to prices, output, costs, hiring, and profits, using activities from Projects and Roleplaying in Teaching Economics (Sandford & Bradbury) or Educational Games and Simulations in Economics (D. R. Lewis).

What is supply and demand?

* Students can list items they believe are currently in short supply; review the situations in selected countries where consumer items are unavailable or in short supply; suggest reasons for shortages.

* Study situations in which supply exceeds, equals, or is less than demand (e.g., an ice cream concession for Death Valley, the South Pole, or a major Canadian city); list factors other than geographic that might affect the price and availability of an item.

* Introduce or review the concepts of goods and services.

* Calculate the costs of the one-year budget developed earlier, and indicate the effects of changing supply; review recent instances of rapidly altered supplies of particular raw materials or commodities (e.g., oil, grains, fruits, pocket calculators, digital watches).

* List all components needed to produce a simple consumer item such as a ballpoint pen; review items that could be classified as different factors of production (e.g.,

land (raw materials), labor, capital).

* Introduce or review the operations of simple supply and demand curves, and investigate instances of altered supply or demand; investigate the concepts of equilibrium price, inflation, and unemployment through role-playing changes in the production of a standard consumer item selected by the group (topics that may be raised include factors of production, division of labor, specialization, efficiency, instances of economic goal conflicts); discuss or role-play methods of industrial operation such as those in Whitehead's Handbook for Economics Teachers ("Assembly Line" or "Widget").

* Investigate the establishment of a simple business (e.g., a lemonade stand) to assess factors that might affect the success of the enterprise (e.g., capitalization, supply of raw materials, location, price, advertising, clientele).

* Debate why societies often have a situation in which unmet needs co-exist with underused capital, labor, or raw materials.

* Research the location, workforce, market, and future prospects of a local successful business; invite spokespersons from management and the workforce to discuss their history, operations, and future plans.

What gives money its value?

* Introduce details of barter, development of coins, notes, cheques, and credit cards, and the functions of commercial banks or credit unions.

* Debate what constitutes value to co-workers or what trade items might have most value if the money systems of the world disappeared overnight.

* Simulate a barter situation in the classroom in which students list personal needs as well as services they might offer others; students could move around the room in order to discover the need for a double coincidence of wants; review historical and modern instances of barter; investigate advantages of a token system such as money.

* Introduce the history of stone money cultures to present the economic need for currency bases; list other

materials that have served as mediums of exchange.

* Role-play, or complete a computer program, in order to examine the details of value (e.g., act out the stages in adding value to raw materials when producing a modern consumer item such as a video recorder); research examples of hyperinflation in historical or current societies to examine whether currencies have intrinsic value.

* Investigate the costs of current consumer or mortgage loans, amortize a $40,000 house mortgage over 10, 15, 20, and 25 years to graph the changes in interest payable, or review current financial investments and bank accounts that may add value to current assets.

* Discuss and research the development of banks, including family banks, mercantile banks, world banks; debate the aims of the World Bank or International Monetary Fund in regulating the economic life of major nations and third world debtor states.

* Research details of money creation, monitoring of money supply, changes in interest rates, bond prices; collect and discuss news articles on current financial affairs.

* Invite experts to speak on the banking system, business community, or credit opportunities.

* Debate the Keynesian/Monetarist controversy in current economics after review of theories and group presentations of findings and conclusions; assess the Keynesian preference for a demand-led economy, using simple supply and demand charts.

Why are there economic cycles?

* Poll students to discover when they have been involuntarily unemployed; establish group explanations for lack of employment; review the recent history of interest rate fluctuations, price rises, salary rises, and growth of provincial and national debts; assess whether governments can affect the operation of economic cycles.

* Investigate and graph prices of selected items over a short period (e.g., food stuffs, average housing prices); review possible causes of fluctuations; investigate

fluctuations of a major world product such as paper.

* Compile and assess current news articles about economic swings; discuss concepts that arise in these articles such as real wages, price instability, living standards, constant dollars.

* Research and discuss the history of the Great Depression in comparison with other historical or current economic situations; invite local speakers with experience of the 1930s to explain the conditions; read selections from Barry Broadfood's Ten Lost Years.

* Review factors that affect levels of consumer demand in a society (e.g., interest rates, saving patterns, levels of wages, advertising, employment statistics, confidence).

* List or graph recent changes in employment statistics; discuss seasonal alterations of employment rate and other causes for changes in the workforce; introduce the concept of frictional unemployment, and debate whether full employment is possible or desirable.

* Research the correlations between interest rates and the demand for housing and employment in the construction and forest trades; present or display findings, and discuss how other sections of the economy would be affected by changes in this subsystem.

* Using letters, questionnaires, or personal interviews, review the effects of inflation on different people (e.g., teenagers, young married couples, single mothers, small businesspeople, pensioners, or on various enterprises -- a small company with marginal cash flow, a large public company with international interests, a government department); invite spokespersons to address the group and answer questions on related topics.

* Introduce the concepts of demand-pull and cost-push inflation, using illustrations related to the local community or to the situations of group members.

* Debate the changes that may be expected if an economy shifts from a production to a service focus; debate the roles of business organizations, worker organizations, and governments in economic cycles; review Keynesian and orthodox economic theories on the control of fluctuations in an economy; research and debate the role of the welfare society in Canada's current economic situation.

* Research, display, and analyse the changes in the occupational distribution of Canada's population before and after World War II; assess the factors that contributed to shifts of personnel in various employment sectors; brainstorm likely future directions of employment patterns, and invite representatives from business and government to share their views on these concerns.

* Debate the results of a continued shift in world populations or occupations; assess the statement "Prior to World War I, seventy per cent of Canada's population was required to provide the agricultural resources needed for society; by the twenty-first century it is estimated that all the goods and services needed by Canada for consumption or export will be produced by fifteen per cent of the population."

* List activities that are based on a demand for a particular item; review the manner in which demand could fluctuate, and indicate possible changes.

* Investigate the Bank of Canada's method for setting interest rates to encourage more borrowing; debate whether this rate will be set above or below the equilibrium rate, whether lenders and borrowers will be more active, and how decisions will be made on who gets loans.

* Role-play a fee-setting board for a specific professional group, and debate the changes that will occur when fees are raised or lowered (students may present conclusions on changes in wages, shifting desirability of occupations, demands for service, changes in supply of professionals, and cycles in related economic activity; students may also debate whether government has a similar control over the national economy).

* Debate whether a world government would be able to avoid shifts in economic activity and by what methods.

KEY QUESTION 2: Who works?

Who works? Members of the group will study the idea of "work" by investigating a selection of interrelated questions. Learners should develop subquestions to link the evaluative, analytical, and definitional activities undertaken. For example, the group may decide that the idea of pay for housework really poses the question "Is unpaid work less valuable than paid work in modern Canadian society?".

Evaluative Questions and Activities

Should men contribute equally to domestic labor when the spouse works full-time in the labor force?

Should women who stay at home to rear children receive some kind of economic recognition for the work they do as homemakers?

Why is unpaid work often not regarded as work?

What arguments could be made for or against the idea of 'pay for homemakers'?

* Ask students to list the activities and amount of time they spend on domestic work (child care and housework). Divide the group between men and women, add up the time each group listed, and discuss the differences. (The group could also be divided along other lines if there are fewer men in the class: those with young children/older children; younger women/older women; single women/married women.)

* Research and evaluate the issues of pensions and pay for homemakers.

* Evaluate Penney Kome's arguments for and against economic renumeration for homemakers in Ch. 13 of Somebody Has to Do It.

Analytical Questions and Activities

Do people have more leisure time today than they did in the past?

How does domestic labor (housework and child care) contribute to our social and economic well-being?

Why is some work paid and some work unpaid?

Why do women do more domestic labor than men even when women work full-time in the labor force?

What are the advantages and disadvantages for women who work as full-time homemakers?

Why are there more poor women than poor men?

* Discuss the different dictionary definitions of 'work' and 'leisure'. Discuss how leisure activity creates work for others and the kind of jobs created by the growth of leisure industries (e.g., tourism, recreation, sports, etc.).

* Ask students to list some of the reasons, other than monetary rewards, why people might want to work.

* Ask the group to list the advantages and disadvantages to women of working in the home full-time.

* If the group is mainly composed of women, ask them to complete the questionnaire at the end of Penney Kome's Somebody Has to Do It. Compare group answers with Kome's responses.

* Have students make a list of the work they do in the home and identify who benefits from this work either directly or indirectly (e.g., children, spouse, self, employer, community).

* Review and discuss Women and Poverty. Ask students to write a report for an imaginary newspaper article on the issue.

Definitional Questions and Activities

What is the difference between work and leisure or between work and labor?

What do people do when they work?

Do people who are not in the labor force work?

What kind of work is paid? What kind is unpaid?

What kind of jobs are done on a volunteer basis?

* Ask a local volunteer bureau worker to talk to the group about the kind of volunteer jobs people have in your community and why people like to volunteer.

* List the probable activities involved in an average day for a homemaker with children under six. Ask the group to calculate the value of the activities if they were done outside the home.

* Ask a retired person to talk about the experience of working.

* Ask students to make a list of the things they consider to be work and the things they consider to be leisure. Compare lists; discuss.

KEY QUESTION 3: What are the major forms of economic organization?

Examination of the alternative forms of economic organization may include a full-scale historical review of the various "isms" of economic and political thought, including capitalism, communism, socialism, fascism, corporatism, or unionism, and evaluation of competing methods of fiscal management such as centralized or decentralized decision making.

Activities

Instead of pursuing a set of linked key questions, it may be more appropriate at this point to undertake in-depth research, role-playing, or model-building activities as a means of introducing students to the relevant economic concepts. Any of the following activities may be completed within five class hours. Each of the activities may also be pitched at a level appropriate to the students involved.

* Research the fundamental principles of capitalism, communism, fascism, or socialism in terms of economic decision-making mechanisms, the provision of social services, the control of labor power, and the distribution of surplus. Some students may wish to investigate and produce models of the varieties of each ideology currently in existence, such as the Soviet, Chinese, Yugoslavian, and African variants of socialism (see C.W. Wilcox's Economies of the World Today or Schnitzer and Nordyke's Comparative Economic Systems).

* Review the meaning and history of imperialism in preparation for a debate on the topic "Who benefits and suffers from the operation of an imperial system?"

* Prepare role-playing activities that will explore the techniques and problems of industrial relations and collective bargaining, including a review of the history of industrialization and the growth of workers' and employers' organizations as well as a summary of statistics on national or provincial industrial disputes.

* Model a closed economy in which each group member represents a farmer who produces 10 bushels of a crop per year that are sold for one dollar each. Have the farmers purchase goods at a classroom store to the value of $10. Model a year in which each farmer produces only eight bushels but is extended credit by a classroom bank for $2. Students should assess the results of too many dollars chasing too few goods in the classroom economy. Debate whether such an attempt to maintain living standards through credit is a key cause of inflation.

* Develop models for a world organization that will incorporate transnational capitalism and the needs of a new economic order with the preservation, as much as possible, of national autonomy. Students may research and take the roles of differing heads of state, heads of transnational organizations such as the United Nations, managers of financial organizations, and chief executive officers of multinational companies.

* Group members may review the following or similar questions in preparation for an oral report or debate:

  - Are individual, class, or national inequalities in wealth justifiable?

  - What are the major causes of poverty?

  - What goods should be produced and how should these be allocated in society?

  - To what extent is the male ownership of property protected by world economic systems?

  - What is a crisis in an economic system?

  - Should decision making in a national economy be centralized or decentralized?

  - How important is efficiency in an economic system?

  - Do some regions of the world have "natural" economies that are not based on ideology?

* Organize a tribunal to assess the activities of one of the following, with students researching and taking the parts of magistrates, observers, and defendants:

  - author or proponent of a particular ideology (e.g., Marx, Mao);
  - historical figure from a period of intense nationalism (e.g., Mussolini, Hitler);
  - an imperial leader (e.g., Rhodes);
  - a major figure from economic history (e.g., Adam Smith, Mathus, Keynes);
  - head of a major industrial concern (e.g., CEO of Union Carbide, IBM, etc.) or of an historical enterprise (e.g., the East India Company, Standard Oil, etc.);
  - spokesperson for a social and economic doctrine such as apartheid.

KEY QUESTION 4: What is the position of women in the labor force?

Learners will examine the social and economic position of Canadian women in the past, present, and future. The changes of the recent past will form a backdrop for consideration of current needs and future possibilities.

Subquestions and Activities

How have women worked in the past?

Evaluative Questions and Activities

Why was participation of women in the labor force at a much lower rate at the turn of the century than it is today?

How has legislation governing conditions of work affected the position of women in the labor force?

What arguments have been made in the past to justify women being paid less for the same work as men?

Why were married women criticized for holding jobs after World War II?

* Brainstorm changes in the occupations, life styles, and status of Canadian women since 1900. List reasons why women played, or were seen to play, a less active role in the labor force at the turn of the century than they do today.

* Review the impact of protective legislation on women's access to jobs; create a group list of the positive and negative results, and debate their importance in the achievement of women's rights.

* Debate the concept of equal pay for work of equal value; assess whether this could have been achieved in the period before universal suffrage.

* Evaluate the arguments made after World War II to encourage women to leave the labor force. Role-play a situation in which a woman wishes to keep the well-paid ship-building job that she has performed for four years, while a man, recently returned from five years overseas, wants the job for himself.

Analytical Questions and Activities

How have changes in agricultural work affected the lives of farm women?

What were the main occupations for women at the turn of the century?

How have the conditions of work for women changed in this century?

* Write an imaginary week in a diary of a pioneer woman. List the changes that have affected the life of her granddaughter on the same farm.

* Research the major occupations for women at the turn of the century and the skills required for these jobs. Compare these with the skills required for the major occupations of women today.

* List labor-saving devices available to women working in the home today that were not available to their mothers or grandmothers; discuss how these changes have affected domestic labor; debate whether these devices do or do not save work.

* Invite women speakers to discuss the jobs they held during World War II; interview older women friends or relatives concerning their careers before and after World War II, and list any patterns that appear from the data collected.

* Compare the rate of unionization for women at the turn of the century with today; list those industries unionized in the past and now; compare the extent of unionization between male and female workers at selected intervals in this century and suggest reasons for differences and changes.

Definitional Questions and Activities

What is the difference between subsistence and simple commodity production?

What was a 'dower law'?

What is meant by wage labor?

What is meant by a family wage?

* Establish an imaginary situation in which group members are required to live off the land in a remote area of the province; list the skills, work, and articles that would be needed for success and how each might be supplied by men and women.

* Research and write a report on the history of property rights for farm women; invite farm women to talk about how they contribute to the economic viability of agriculture.

* Discuss the rights of workers and workers' families to a fair share of the fruits of their labor; debate the economic roles of employers and employees and the part government should play in the establishment of equitable compensation for work; discuss the appropriateness of baby bonus payments or a guaranteed annual income in modern Canada.

How do women participate in the labor force today?

Evaluative Questions and Activities

Are women fairly renumerated for the work they do in the modern labor force?

How has the position of women in the labor force changed in the past two decades?

How do women's family roles affect their participation in the labor force?

To what extent should women and men share responsibilities for child care and housework when a woman works full-time?

What do women lose or gain when they work in the labor force?

* Debate the statement 'If men did the jobs women mainly do in the labor force, wages for those jobs would rapidly increase'.

* Role-play a situation in which a man and a woman discuss the division of domestic labor required after the woman gains a full-time job; group members assess the quality of arguments made and add further points.

* Write short essays defending or opposing the statement that the position of women in the labor force has improved in the last twenty years; interview older women on their careers in the labor force, and assess changes they have noted during their work lives.

* Debate the statement that 'a permanent job in the labor force is a necessity for modern women'; list the costs and benefits of working in the labor force, and evaluate these in terms of male and female workers; group members write short reports on their personal perspective of life in the labor force.

Analytical Questions and Activities

How has the entry of women into male-dominated work areas changed in the past decades?

To what extent is women's risk of poverty related to their position in the labor force?

Why do more women than men work part-time?

How have changes in economic conditions (e.g., inflation) affected the number of women seeking paid employment?

How do Canada's child care services and maternity leave provisions compare with those in other countries?

* List skills needed for jobs dominated by women at the turn of the century, and compare with skills needed for modern jobs in which women are over-represented.

* Assess data on changes in women's participation in occupations such as law, medicine, trades, and management; invite women who have pursued non-traditional careers to share their work experiences with the group.

* Write short essays that support or refute the statement 'women just work for pin money'; research the legal status of part-time workers under the B. C. Employment Standards Act and compare these with the provisions governing full-time workers; invite a local union official to discuss how union bargaining affects the working conditions of part-time workers.

* Research maternity leave and child care standards in other countries, and compare with Canadian norms; compose a group brief or letter to an appropriate government ministry on one of these topics.

Definitional Questions and Activities

What is meant by 'sex typing of occupations'?

What are 'pink collar ghettos'?

What is meant by 'the double day'?

* Identify the major employers in the local community, and determine numbers of men and women employed, jobs done by each sex, and average rates of pay for male and female workers; assess data to determine any hiring preferences or monetary advantages enjoyed by a particular sex.

* Examine Statistics Canada data on occupations to determine women's representation in particular occupations and industries; compare occupations in which women are under or over-represented in terms of skills required and wage levels.

* List and discuss how members of the group cope with domestic tasks while working full-time; list the particular difficulties facing working parents in modern society.

How can the situation of women in the labor force change?

Evaluative Questions and Activities

Should women be concerned about the effect of technological change on jobs?

Should the provision of daycare be a social responsibility?

* Research the entry requirements for computer science or computer technology courses at a local college or university; determine the percentage of women enrolled in such courses, and discuss the implications of these findings for the future of women in the work force.

* Debate whether computerization and technical change will advance or retard the place of women in the work force; debate whether educators should pressure women students to enter science and mathematics programs.

* Invite a daycare worker to discuss how daycare is organized in B.C.; research the participation of local employers and unions in daycare provision; debate whether daycare should be a universal right.

Analytical Questions and Activities

What are the advantages and disadvantages of computer technology for women's work?

What are problems faced by women in male-dominated occupations?

How might governments, employers, unions, and educators help women to improve their position in the labor force?

* Invite speakers to discuss the effects of technological change on various sectors of the work force; research changes that will affect women workers disproportionately; assess technological health hazards of concern primarily to women in the work force.

* Investigate the pros and cons of equal opportunity programs for women; research how and why more women are entering the trades; invite union or management spokespersons to discuss the situations facing women in non-traditional employment.

* Discuss school or work experiences that have led group members to choose particular occupations; assess whether counselling or government agency assistance proved effective with group members; research and report on improvements in career selection and job placement resulting from computerization.

* Debate whether computerized job placement will help to legitimize the place of women in the work force.

Definitional Questions and Activities

What is a non-traditional job?

What is an equal opportunity or affirmative action program?

What is meant by equal pay for equal work, equal pay for work of equal value, and equal base rates?

What is GAIN?

* List personal occupations, local occupations, and other major occupations of group members in Canada; classify each as predominately male or female activities; identify those occupations that are being chosen increasingly by women.

* Research the different definitions of equal pay in provincial and federal legislation; invite labor union spokespersons to list instances in which the concept of equal pay for work of equal value has been used to upgrade women's wages.

* Investigate the history of the baby bonus; research and discuss whether baby bonus payments or a guaranteed annual income are viable and appropriate programs for modern Canada.

GLOBAL CITIZENSHIP

PURPOSE

Many of today's citizens are confused and alarmed by the uncertainties of the modern world. They are often intimidated rather than challenged by the enormity and ambiguity of contemporary concerns and recognize but choose not to confront those issues. Nevertheless, students will continue to live in a technological environment that will force them increasingly into interactive contact with the people and problems of the globe. They will have to recognize and cope with pressures of a growing magnitude and demands of increasing seriousness. For these reasons, it is necessary to ensure that adult learners gain a greater sense of the challenges associated with global citizenship. The teachings of the co-operative education movement are particularly appropriate to this segment of the curriculum.

The contrasting expectations of traditional and global approaches to world studies are indicated below.

	TRADITIONAL		GLOBAL
1.	focus on nation-state system	1.	focus on global community
2.	problems seen as separate issues	2.	problems seen as inter-related
3.	analysis is presumed value-free	3.	analysis is presumed to be value-laden
4.	analysis ultimately descriptive	4.	analysis ultimately evaluative
5.	main time dimensions: past and present	5.	main time dimension: future
6.	main actors are nation-states and elites	6.	main actors range from individuals to supra-national institutions
7.	policy goals seen for maximization of national wealth and power	7.	policy goals seen for maximization of human well-being and fulfillment
8.	"power" mainly military and economic force	8.	"power" is moral suasion and nonviolent action

	TRADITIONAL		GLOBAL
9.	ultimate operational aim is efficient top-down management of existing systems	9.	ultimate operational aim is individual involvement in work for progressive change
10.	human survivability assumed	10.	human survivability questioned

[from N. Walbek and T. Weiss, A World Order Framework for Teaching International Politics. Reprinted by permission of the World Policy Institute, formerly the Institute for World Order.]

In this unit, greater emphasis is placed on goal-focused and futuristic thinking than on historic, diagnostic, or operational thinking. Students are challenged to clarify and assess policies and values, and to project future trends and alternatives for the settlement of world problems.

The key questions and activities of this unit synthesize some of the ideas of previous theme units; however, this unit should not be thought of as complete or unalterable. For flexibility of application, the four key questions here are in abridged form and vary in degree of development. Instructors may wish to use these together as a final unit or individually in the order best suited to particular groups. Student- or instructor-generated materials should be developed to expand these materials.

KEY QUESTION 1: Are global development and world order possible?

Students should investigate the possibility that international decisions could be based on the interests of the planet rather than on national interests. Elements of world government (both contemporary and historic) and the concept of people as citizens of the world are examined.

Evaluative Questions and Activities

Have advances in science and technology promoted a world order?

Are there values that transcend national boundaries (i.e., world values)?

Are there limits to world growth?

How might a world government come into existence?

What does it mean to be a citizen of the world?

* Review the effect of selected scientific discoveries on international affairs (e.g., steam turbines, wireless transmission, transatlantic cables, communications satellites, etc.).

* Research and present findings on areas of recent civil strife, including Northern Ireland, Beirut, Falkland/Malvinas, Persian Gulf, Nicaragua, etc.; indicate the sources of conflict in these regions, and propose means of settlement (for a fuller review, investigate the results of the Balfour Declaration).

* Summarize the findings of Meadow's Limits to Growth; research the world's concerns about future food supplies, energy resources, clean air, and water.

* Organize a group discussion on Pogo's comment "We have met the enemy and he is us." What does this perhaps mean on a world-wide scale?

* Debate or discuss Commoner's belief that "human beings have broken out of the circle of life driven not by biological need, but by the social organization which they have devised to "conquer" nature . . . the world is being carried to the brink of ecological disaster not by a singular fault, which some clever scheme can correct, but by the phalanx of powerful economic, political and social forces that constitute the march of history."

* Role-play a model U.N. Security Council. Student groups should research and play the part of national representatives of a Security Council member-state and produce policy papers on a matter of pressing contemporary concern such as weapons in space, resource pricing policies, third world national debts, nuclear testing, or the dumping of hazardous wastes. Engage in debate and vote as research on national positions dictates. Discuss the difficulties associated with obtaining concensus between sovereign nations over issues such as west coast fisheries, law of the sea, etc.

KEY QUESTION 2: Is the global environment endangered?

In order to survive, the human species has learned to adapt to its environment. It has also learned to adapt the environment to its needs. The complexity of these adaptations resulted in serious danger to fragile environments in many parts of the globe. Industrial pollution, solid waste disposal, and vanishing wildlife species are some of the concerns of the more developed nations, while less-developed countries face problems of water contamination, burgeoning shantytowns, and degradation of the soil through over-grazing and poor farming practices. At the international level, the United Nations has had some success in obtaining the co-operation of nations in some of its projects and programs. Also, many countries are taking the initiative to stem environmental degradation. The implications of continued population growth, increasing demands for resources, and demands for industrial expansion make it imperative that such activities succeed.

In order to appreciate the extent of the problems discussed, students should complete the following material through which they will achieve an understanding of relationships in an ecosystem. They should examine issues arising from the projected growth in world population, analyse the effects of technological change on various countries at different stages of development, and gain further awareness of the interdependence of the people of the earth.

Subquestions and Activities

What are the characteristics of an ecosystem?

* Find pictures of different kinds of ecosystems (tropical rainforest, grassland, coniferous forest, estuaries and wetlands, tidal pools, desert, tundra), and define and diagram the relationships between components.

* Complete a field trip through the local ecosystem and report on findings.

* Compare a B.C. ecosystem with a different system located elsewhere in the world. Complete wildlife and lifestyle comparisons.

* Analyse the re-establishment of an ecosystem after a natural disaster.

What are the consequences of disturbing an ecosystem?

* Review the results of natural disasters on populations and environments (e.g., the eruption of Mount St. Helens or increasing snow-melt waters on Great Salt Lake and vicinity). List other examples of natural disasters.

* Research the environment of a fragile world system (e.g., desert margins or tropical rainforests), and report on factors contributing to its destruction. Report on the results of desertification in Africa or commercial exploitation of Brazilian rainforests. If these actions continue, what will be the results?

* Review the New State of the World Atlas (Kidron & Segal). Complete a study of one or two of the risk areas, outlining the threatening factors. Have small groups or the entire group brainstorm and research possible solutions.

Where has all the wildlife gone?

* List well-known extinct species, research a recently extinct species, list examples of threatened species, and review programs that seek to preserve them.

* Investigate a wildlife population in B.C. and report on current data, status, and prospects (e.g., caribou, elk, beaver).

* Analyse public attitudes, press reports, and government activities relating to a predator such as the wolf.

* Discuss the effects of "unintentional interventions" (e.g., accidental damming of migration streams) versus "intentional interventions" (e.g., pipeline or road construction) and draw general conclusions. Relate findings to the Fall 1984 caribou disaster in Northern Quebec.

* Research and report on the work of an international or national conservation agency (e.g., International Whaling Commission, Greenpeace, etc.). Report findings to the group and answer their concerns or criticisms.

How many people will the land support?

* Compare a standard map of the world's population distribution with the New State of the World Atlas (Kidron & Segal), and determine which countries should have the most land, which parts of the world have the highest population growth rates, and which parts of the world have the lowest population growth rates. Determine whether stages of technological development correlate with population data.

* Compare a chart or map showing current major metropolitan areas having populations of over five million with population projections for 2025 AD. Analyse the pattern of growth that may occur, and summarize the probable effects. Have small groups role-play or describe lifestyles that may be anticipated.

* Analyse the likely patterns and effects of population growth for developed countries and developing countries, devise arguments for and against population controls for various parts of the world, and debate whether developed countries should attempt to control the birthrates of developing countries.

Why are pollutants an international concern?

* Research recent oil spills, map marine pollution incidents, and indicate how the ocean environment has been damaged by these events.

* Research and report on the effects of acid rain in Europe and North America, list proposed measures for controlling acid rain, write local members of parliament for their position on acid rain, and invite local conservation spokespersons to report on this topic.

* In groups, research threats posed by DDT, PCBs, radioactive wastes, and other active pollutants. Have students debate the contention that "persistent pollutants threaten present and future generations."

* Read selections from Rachel Carsons's Silent Spring, and discuss the extent to which her scenario has become fact.

Can we avoid environmental disaster?

* Review and discuss articles in the magazine Canada and the World (January 1985).

* Research, discuss, or debate David Suzuki's belief that

> this nation is built on our sense of the seeming endlessness of the expanse of wilderness and the output of nature and we have behaved as if this endlessness were real. Today we speak of renewable resources but our "harvest" procedures are more like a mining operation. We extract raw resources in the crudest of ways, gouging the land to get at its inner core, spewing our raw wastes into the air, water and soil in

> massive amounts while taking fish, birds, animals and trees in vast quantities without regard to the future. So we operate under a strange duality of mind: we have both a sense of the importance of the wilderness and space in our culture and an attitude that it is limitless and therefore we needn't worry. . . . The ultimate expression of our narrow view (and self-interested rationalizations) is seen in how we overlook the enormous environmental impact of our pollution, habitat destruction and extraction and blame seals and whales for the decline in fish populations or wolves for the decrease in moose and then propose bounties as a solution! . . . We need a very profound perceptual shift and soon.
>
> (from (Canadian Forum, Feb., 1985. Reprinted by permission of the author, David T. Suzuki.)

KEY QUESTION 3: Whose human rights matter?

Students will study the question of human rights, paying particular attention to specific current events and areas of special concern. They will investigate major moral and political considerations governing the attainment and/or maintenance of human rights in various nations. Students will also assess the powers and limitations of the major agencies that monitor human rights in the world.

Evaluative Questions and Activities

What are the human rights issues related to employment for women, abortion, apartheid, the arms race, environmental control, unemployment, hunger, political persecution, and sexual harassment?

What are the options for individuals and groups concerned about international human rights issues? Do we have responsibilities to meet?

Under what circumstances is it justifiable to suspend particular human rights and privileges?

Is political asylum a human right?

How effective have international organizations been in guaranteeing human rights?

* Have individuals present oral reports on human rights issues. The rest of the group can ask questions and offer comments. Emphasize the difference between fact and opinion. Have students take group comments into account before submitting a written report.

* Investigate human rights bodies and organizations. Prepare a document that is a composite of student findings on the names, goals, activities, and accomplishments of such organizations.

* Check newspaper reports of deportation cases; check the provisions in the Immigration Act before listing the grounds for deportation. Report on the invocation of the War Measures Act in Quebec in 1970.

* Debate the concept of apartheid.

Analytical Questions and Activities

What are some examples of human rights being in conflict?

What are some examples of mass violation of human rights?

What ways do we have to restore and protect human rights?

Why are the rights of freedom of assembly and association sometimes denied?

How are human rights sometimes used to justify illegal or immoral acts?

When should the U.N. override domestic jurisdiction on a human rights issue?

* Gather information on the international history of a human rights issue and as a group make a timeline of significant events (e.g., the right of women to vote or own property; slavery).

* Study a contentious human rights issue. Invite speakers to state their positions. Students should write a statement outlining the points they support or oppose.

* Compare the methods used by two different countries to provide for the protection of human rights.

* Outline the role of the Council of Europe in protecting and restoring human rights in member nations.

* Invite a representative of the United Nations to speak on the role played by the U.N. in the protection of human rights. Obtain related literature from the U.N., and summarize the U.N.'s main actions on human rights.

Definitional Questions and Activities

What are rights, privileges, and responsibilities?

What do we mean by violation and protection of human rights?

Who determines and upholds human rights?

How are human rights recorded?

What are some of the most important human rights?

What are the following: apartheid, equal opportunity, pollution, the arms race, hunger, unemployment, underemployment, freedom of speech, freedom of assembly, hate literature, discrimination?

* List the main human rights found in the Universal Declaration of Human Rights, and identify some violations of them. Invite a speaker from a civil liberties organization to speak on a particular human rights issue.

* Compare the human rights identified in the Universal Declaration with those in the Canadian Charter of Rights and Freedoms. Students should identify violations of human rights that affect individuals and those that have mass effects.

* Research a case of human rights violation that affected a large number of people, and outline the action taken and the results.

* Describe a human rights issue that is contentious (e.g., abortion or the death penalty), and state the positions taken on each side of the issue.

Evaluative Questions and Activities

If your right to vote was unjustly withheld, what action could you take?

Do you think the law should limit freedom of speech in any way?

What would an ideal censorship law be?

If you were refused a job or a place to live because of your religion, race, or gender, what could you do? What costs or other problems might you incur?

What events in Canadian or British Columbian history might have been different if we had had a Canadian Charter of Rights and Freedoms at the time?

Has the Canadian Charter of Rights and Freedoms made Canada a more just society?

* Brainstorm possible actions a person or group could take in a case of human rights violation. As a group, order the actions in a flow chart. Have students, in small groups, use the flow chart as a basis of oral explanation; then follow with a written version of it.

* Complete writing tasks associated with the action outlined in activity, (e.g., writing letters to muster support, to the Human Rights Council, to the editor).

* Develop a framework for a newspaper reporter to interview a person regarding a human rights issue. Students should compose answers and write the news story. Have students brainstorm titles for one another's news stories.

* View the video, Talking Back to Government; have students list and analyse the advice it gives.

Analytical Questions and Activities

Is it necessary to have constraints on freedom?

What examples of human rights violations can you draw from your own experience?

What organizations mainly concern themselves with human rights?

What approaches or policies do these organizations use?

How are differences of opinion over human rights arbitrated in B.C. and/or in Canada?

If you suffered a human rights violation, what could you do about it?

What is meant by George Orwell's slogan, "Freedom is slavery"?

* List the representatives and summarize the responsibilities of the Human Rights Council of Canada.

* Compare a selection of the provisions of the Canadian Charter of Rights and Freedoms with those on a similar topic in the United Nations Declaration of Human Rights (e.g., unlawful detention).

* Describe orally, then in writing, a human rights violation.

* Indicate whether the following are cited in the Canadian Charter of Rights and Freedoms and quote the relevant sections:

  - slander,
  - dismissal from a job,
  - hate literature,
  - pornography,
  - welfare,
  - rights to education,
  - freedom of the press,
  - drunk driving.

Definitional Questions and Activities

What is a human rights code?

What effect do they have?

What does the word "enforcement" mean to you?

How are human rights codes enforced?

What are values, what are rights, and what is freedom?

What is the difference between freedom and licence?

What are some limits to freedom?

* List some freedoms mentioned in a human rights code.

* List some constraints to freedom in a human rights code.

* Use a selection of activities in a teacher's manual in the Public Legal Education Society handout, The Canadian Charter of Rights and Freedoms.

* Develop definitions that can be posted for reference while studying this topic.

KEY QUESTION 4: Is Peace Possible?

Einstein's most telling comment about the atomic bomb was that it had changed everything in the world except our way of thinking. Arthur Koestler doubted that man would learn to control his instincts for violence before it was too late. Students should examine the concepts of war and peace, the dangers of modern conflict, and the theory and practice of non-violence. They should assess the arguments for and against nuclear deterrence and disarmament.

Evaluative Questions and Activities

What would happen if Canada withdrew from NATO?

Why do major powers continue to make nuclear weapons?

What are some social and political conditions that lead to war?

What are the effects of New Zealand declaring itself a nuclear-free zone?

Is modern war justifiable?

* Review the treaty signed by the NATO powers and comment on the commitments involved. Invite representatives of political parties and spokespersons from other interested groups to state their positions regarding Canadian membership in NATO. Poll co-learners about their views on NATO. Make a chart of the views expressed, and research professional poll results on the same question.

* Review the social and political conditions relating to the outbreak of war in 1914 and 1939 in Europe or more recently in the Middle East, South East Asia, or the South Atlantic. Compare the reasons for war in this century with those of earlier eras.

* Discuss Robert Heibroner's statement that

> In an age when men have invented machines to melt cities, an age in which war has become the norm and in which the only question is how hot or cold it is to be, it should hardly be necessary to speak of the seriousness of the future. . . . Yet I do not believe that most of us take the future very seriously.

* Explain and evaluate the value of slogans such as "Risk Peace not War" or "Better Active Now than Radioactive Later."

* Debate whether violence or the threat of violence can be condemned as a means of solving personal disputes but supported in the name of national defense. Have students debate whether there is such a thing as a "just" war.

Analytical Questions and Activities

In what ways is conflict expressed other than by declaring war?

What are the major origins of war?

What roles have women played in war or in efforts to prevent war?

Have views of war changed?

How effective is non-violence as a political strategy for change?

* Collect terms that are used as substitutes for the word war, and discuss why euphemisms are necessary.

* In groups, select a particular recent conflict and report on the conditions that prompted it. Assess the part played by individuals in the outbreak of war in 1914. Review the steps leading to war in Europe in 1939. Develop a role-play of several war leaders through history, in which they explain their feelings about war (e.g., Alexander the Great, Julius Caesar, Charlemagne, Napoleon, Abraham Lincoln, Teddy Roosevelt, Winston Churchill). Review the findings of recent war tribunals (e.g., Nuremberg trials, Eichmann trial).

* Read and discuss Frederick Brown's short story "The Weapon" in Focus; view the film If You Love This Planet, and debate the nuclear threat; list and evaluate arguments for and against disarmament.

* Investigate the principles of Gandhian non-violence, and assess the concept of "satyagraha" in which the focus of conflict is redirected from people to principles. Debate Gandhi's belief that each side in a dispute has some portion of truth in its possession and formal victory is damaging since it masks rather than mends underlying differences. Relate Gandhi's views to the provisions and results of Versailles Settlement (1919). (See M. Juergensmeyer's Fighting with Gandhi.)

Definitional Questions and Activities

What are peace and war?

What is the arms race?

What is disarmament?

What do we mean by aligned and non-aligned nations?

What are superpowers?

What is the difference between war and revolution?

What is the Iron Curtain, NATO, Warsaw Pact, ANZUS?

What is MAD, SDI?

* Review histories of recent wars and records of peace-making efforts; research the development of rocket delivery systems, atomic and hydrogen warheads, and SALT talks.

* Invite representatives of the United Nations or peace groups to describe their efforts and respond to questions.

* Collect newspaper articles relating to war and peace and identify the points of view of writers. Locate and display statistics on the military strength of superpowers. Chart military versus social expenditures for major nations and discuss comparisons. (See Ruth L. Sivard, World Military and Social Expenditures.)

* Research and assess the motivations and policies of those nations who remain non-aligned in world powers terms. Discuss the value of "positive neutrality" as practised by these states.

* Define and discuss conflict resolution, peacekeeping, arms control, arms reduction, and disarmament.

* List and define the key terms in the international affairs of the superpowers. Review the organizing principles and problems associated with the strategies of mutual assured destruction and strategic defense initiatives. Research the technology of space defence systems. Invite guest speakers to present both sides of the weapons-in-space debate.

Part 4: Additional Resources

BIBLIOGRAPHY

This bibliography of resources has been organized to provide both teachers and students with primary references and with resources that are particular and relevant to each of the six suggested theme units contained in this guide. The bibliography begins with annotated student references that are keyed to the three study levels: fundamental, intermediate, and advanced. Parenthetical designations of study levels follow each student reference.

Student references are followed by annotated teacher references. Additional, unreviewed teacher references are also included. The majority of the resources contained in this bibliography are those that correspond to each of the suggested theme units in the guide. These resources are divided into books, articles, and films and videos. In addition, the names and addresses of contacts for further information are provided.

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Louis-Hippolyte LaFontaine (106B 0162 047)
Robert Baldwin (106B 0161 054)

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The Public Legal Education Society,
3466 West Broadway,
Vancouver, B. C. V6R 2B3:
- Immigrating to Canada, Parts 1 and 2
- Immigrant Women

Contacts

B. C. Taskforce for Immigrant Women,
1045 West Broadway,
Vancouver, B. C. V6H 1E2

Canadian Council of Christians and Jews,
736 Granville Street,
Vancouver, B. C.

Cross-Cultural Learner Centre,
533 Clarence Street,
London, Ontario.

Contacts, cont'd

Cultural Heritage Advisor,
#252 - 800 Hornby Street,
Vancouver, B. C. V6Z 2C5

IDERA,
2524 Cypress Street,
Vancouver, B. C. V6J 3N2

Immigrant Service Society,
622 Seymour Street,
Vancouver, B. C.

M.O.S.A.I.C.,
1161 Commercial Drive,
Vancouver, B. C. V5X 3X3

The Multiculturalism Program,
Department of the Secretary of State,
Government of Canada,
Ottawa. K1A 0M5

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  Clio Awards (CE-1)
  T.V. News: Measure of the Medium (VSO-86)
  Consumer Power: Advertising (CE-1)
  Ways of Seeing (CE-1)
  Business of Information (VSO-493)
  Advertising: Information, Persuasion or Deception (VCE-12)
  Shaping News for the Consumer (VSO-142)
  The Micro-Electronic Revolution (VSO-441)
  Security [information control] (VSO-494)
  The Information Marketplace (VSO-442)
  So What's It All About [microchips] (VSO-484)
  Now the Chips are Down (VSO-430)
  Polls and Politics [software] (WSO-4)

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  Working for Pay
  Changing Women's Work
  Union Women

Theme Resources: Economics and People

Books

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Arbitration - The Truth of the Matter (106C 0177 066)
As Friend and Foe [labour relations] (106C 0180 145)
Attention: Women at Work! (106C 0183 594)
Breaking Through [non-traditional jobs] (106C 0181 139)
Capital (106C 0181 073)
Castles in the Air [land developers] (106C 0180 108)
Doctor Woman (106C 0178 279)
An Equal Opportunity (106C 0182 081)
For Twenty Cents a Day (106C 0179 359)
Great Grand Mother (106C 0175 108)
Japan Inc: Lessons for North America (106C 0180 119)
Japan: The Collective Giant (106C 0176 252)
Louisbourg (106C 0172 553)
A Matter of Survival [automation] (106C 0169 503)
A Right to Refuse (106C 0181 066)
Operation Pinky Finger [union certification] (106C 0178 201)
Our Health Is Not For Sale (106C 0178 165)
Plenty of Nothing [housework value] (106C 0182 043)
Real Estate (106B 0173 015)
The Story of the St. Lawrence Seaway (106C 0159 008)
A Time to Rise [union organizing] (106C 0181 076)
They Called Us "Les Filles du Roi" [history of women's roles] (106C 0174 045)
Unemployment: Voices from the Line (106C 0180 040)
The Wages of Work (106C 0178 417)
Who Wants Unions? (106C 0182 017) (PEMC VSO-682)
The Winnings of Frankie Walls [unemployment] (106C 0179 268)
A Woman's Place (106C 0172 579)

NFB, cont'd
  Working Mothers Series

PEMC:
  Consumer Power: Credit (CE-1)
  Consumer Power: To Your Credit (CE-1)
  Law and the Marketplace (CE-101)
  Coping with Technology (VSO-464)
  On a Par, Not a Pedestal [women in workforce] (VSO-463)
  Foreign Investment: A Fair Share (VSO-251)
  Interest Groups - Business (VSO-413)
  Interest Groups - Labour (VSO-414)
  Electronic Money [software] (WSO-1)
  The Productivity Dilemma (VBE-110)
  A Yen for Harmony [Japan] (VSO-459)
  It's Not for the Money [worker motivation] (VSO-461)
  Workers in Unions (VSO-595)
  Workers Without Unions (VSO-594)
  Boom and Bust [Great Depression] (VHI-310)
  The Industrial Revolution (VHI-192)
  Colonialism: A Case Study - Namibia (VSO-268)

Doubleday Multimedia
  Economic Decision Making [11 minutes -- an excellent
    introduction to the basic economic questions facing all
    societies and an overview of different economic systems]

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  Women View Pornography
  Women in Popular Culture

The Public Legal Education Society
3466 West Broadway
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  Workers without Unions
  Workers in Unions

Contacts

Excellent publications and materials are available from:

Economics in Canadian Schools
  Canadian Federation for Economic Education
  252 Bloor Street West
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Council of Canadians
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The Women's Skill Development Society
Room 9, 4443 Irmin Street
Burnaby, B. C. V5J 1X8

Theme Resources: Global Citizenship

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- Asia: Two Thirds and Counting (106C 0178 258)
- Challenge to Mankind [overpopulation] (106B 0161 066)
- Choices [world development] (106C 0180 221) (PEMC VSO-561)
- The Club of Rome (106C 0175 199)
- The Deadly Game of Nations (106C 0183 050)
- Development Without Tears (106C 0178 549)
- The Global Struggle for Food (106B 0161 064)
- Goodbye War (106C 0183 053) (PEMC VSO-695)
- If You Love This Planet (106C 0182 009) (PEMC VSO-579)
- In the Minds of Men [war] (106C 0182 109)
- A New Bargain [world trade] (106C 0175 122)
- No More Hibakusha! [Hiroshima and after] (106C 0183 035)
- A North-South Monologue (106C 0182 020)
- Notes on Nuclear War (106C 0183 052) (PEMC VSO-694)
- People by the Billions (106B 0161 061)
- Prisoners of Debt: Inside the Global Banking Crisis (106C 0183 010)
- The Road to Total War (106C 0183 047)
- Solutions! [overseas aid] (106C 0180 557)
- Speaking Our Peace (106C 0185 017)
- Tilt: How to Share the Wealth [animation] (106C 0172 529)
- To Each a Rightful Share (106B 0161 063)
- The U. S. Food Machine (106C 0176 137)
- Water: The Hazardous Necessity (106C 0177 662)

PEMC:
- Future Shock (E-372)
- Anthropology and the Future (VSO-673)
- The Limits to Growth (VSO-152)
- Genocide (VHI-285)
- Pearl Harbor to Hiroshima (VHI-316)
- The Business of Aid (VSO-263)
- And What of the Future? (VSO-486)
- Food (VSO-158)
- Future (VSO-618)
- The Future of Humanity (VSO-672)
- Industry [third world development] (VSO-156)
- Energy: The Problems and the Future (VSO-390)
- Rich and Poor (VSO-184)
- Urban Poverty and its Remedies (VHI-236)
- The Tragedy of the Commons (E-361)
- Keeping the Old Game Alive [NATO vs. Warsaw Pact] (VSO-693)

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